SEND Information Report 2025-2026

Burntstump Seely Church of England Primary Academy

1. What kinds of special educational needs does the school/setting make provision for?

Burntstump Seely Church of England Primary Academy is committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress during their time at the school. Teaching staff practice high quality teaching and an adaptive curriculum as a first response to ensure all individual pupils' needs are met.

We have, or are able to put in place provision to support children with a range of different special educational needs - Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs. Provision is also in place for children with medical and behavioural needs.

2. 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?

Class teachers closely monitor the progress of all children. If there are any points where pupils are not making progress or professional discussion is needed, the following actions will be put in place:

(a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries or a pupil who has been identified by school or parents as having an additional need will be monitored by the class teacher with some guidance from the SENDCo.
(b) Should further support be needed, the teacher and the SENDCo will work together to further tailor the curriculum, put in place a range of strategies and work with parents towards completing any forms to gain the support of outside agencies such as GAP, SIS, HFT, Early Help Unit etc. Further monitoring will happen and will involve the SENDCo and possibly other support services with the consent of the parents.
(c) Once a pupil has been identified as possibly having SEND an individual support plan (ISP) will be devised between school, home and possibly other agencies to match the provision to the needs of the child. These will be monitored half termly.
(d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Guidance will be given by the SENDCo/other support agencies and discussed with parents.
(e) Further support in terms of funding may be applied for to ensure that the needs of the pupil are met.

Through (b) and (d) it can be determined which level of provision the child will need if they are to make progress.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They will be encouraged to share information and knowledge with the school.

Pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If you think your child has a special educational need speak to your child's class teacher. If you continue to be concerned you can speak to:

Mrs Annable - SENDCo

Mrs Annable – Headteacher.

3. (a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Children are assessed half termly (formally and informally) and their progress is considered at termly pupil progress meetings attended by the class teacher, SENDCo and Headteacher. Further discussions take place with the SENDCo and the parent and pupil concerned. During these discussions the effectiveness of the support and interventions in place are considered. Any interventions are monitored and tracked to ensure they are having a positive impact. The Headteacher, class teacher and SENDCo might then change or adapt the support given.

Any intervention is assessed following the graduate response cycle to ensure that the correct intervention is used and that this has an impact on the child's learning.

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

Burntstump Seely Church of England Primary Academy welcomes parents to make an appointment with the class teacher, SENDCo or Headteacher at a mutually convenient time to discuss any aspect of their child's education. In addition to this there are two parents' consultation evenings each year. Progress/review meetings with parents may also be arranged as necessary. School reports go out once a year.

Information is received from previous schools /settings so we are fully informed about a child's difficulties. We also receive copies of some medical appointments/outside agency reports where appropriate.

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

Burntstump Seely Church of England Primary Academy has high expectations for all children. Any children (with or without special educational needs) who are not making adequate progress are identified and appropriate interventions put in place. This may involve one to one support or small group support. Every effort will be made to educate pupils alongside their peers in a mainstream classroom setting. If your child is identified as having an additional needs which meets the criteria for SEND, they will be given an Individual Support Plan, which

will be reviewed termly with parents. Further information can be found in the school's SEND policy.

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

Burntstump Seely Church of England Primary Academy is a small rural school. All lessons are adapted to the children's needs and work is planned and matched to the children's different abilities. Children are given the opportunity to access the curriculum at a level which is suitable for them. Care is taken to identify a child's preferred way of learning and work is planned accordingly.

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

Through the discussions described in 3a the best support package the school can offer will be implemented to ensure each child's progress. This might involve different teaching resources, additional teaching support, one to one or small group support/intervention, and support from outside agencies or different ways of accessing the curriculum.

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

Where ever possible we will endeavour to include all children in all activities regardless of whether they take place in or out of school. If a child needs additional support or provision we will endeavour to provide this.

(g) What support will there be for my child/young person's overall well-being?

At Burntstump Seely Church of England Primary Academy we strive to ensure that all children have very positive relationships with the adults they work with, and thus feel they can talk to their class teacher or any other adult about worries they may have. Every child's well-being is considered extremely important regardless of what their needs are. We hope that our open door policy supports and encourages parents to come and talk to us straight away if they have any worries about their child.

4. Who is the school/setting's Special Educational Needs Co-ordinator (SENDCo) and what are their contact details.

The school SENDCo is Mrs Sarah Annable. Mrs Annable is available to discuss the needs of our SEND children and offer advice. Please contact the school office if you wish to meet with her and an appointment will be arranged.

5. (a) What training have staff supporting special educational needs had and what is planned?

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

Individual teachers and support staff attend a rich variety of training courses run by the Redhill family network of schools, the SNMAT, the Local Authority and other outside agencies that are relevant to the needs of specific children in our school.

Recent training for staff includes:

- Whole staff Breakwell Intervention training updated annually as part of CRB 2023
- Whole staff CRB training updated September 2023
- Yearly SEND training (whole school) Autumn Term 25
- How should we screen for dyslexia training (SENDCo) March 2023
- PIVATs for SENDCo Spring 2023
- Making Sense of Autism July 2023
- PDA training Sept 2023 and updated annually
- Adaptive Curriculum (led by SENDCo 2024)
- Autism Progression Framework Training (whole school led by SENCO 2024)
- Enabling staff to take a therapeutic approach 2021
- Engagement model training 2021
- Pre-Key Stage Standards Training updated 2021
- SEND Network 2020
- Loss, bereavement and change 2020
- Covid related SEND training 2020
- Big transitions for autistic and SEND pupils after lockdown 2020
- Lego Therapy 2019, 2020
- Emotion Coaching 2025
- Interoceptive Awareness training for SENDCo Summer 2025
- Interoceptive Awareness lesson training (TAs) Autumn 2025

Future Training for Staff includes:

- Pre-key stage standards for pupils working below the national curriculum assessment standard at KS2
- Engagement Model training (led in school as CPD)
- PIVATS (in school CPD)
- Attachment training
- Breakwell Intervention
- Lego Therapy – update staff
- Supporting Children with ASC to Access the Primary Curriculum

(b) What specialist services and expertise are available or accessed by the setting/school?

Local Authority Provision that can be accessed through school includes:

- Educational Psychology Service
- SEND Inclusion Service (SIS) *formally School and Families Specialist Service (SFSS)*
- Behaviour Support Service (GAP)
- Parent Support Services
- SALT (Speech & Language Therapy Service)
- Physical Disability Support Service (PDSS)
- Neurodevelopmental behaviour support (NBS)

Health Provision that can be accessed through school includes:

- Healthy Families Team
- Occupational Therapy
- Physiotherapy
- CAMHS

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

- There is a disabled toilet in school.
- The schools have wheelchair accessibility.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their needs.
- Access to assistive technology as required.
- Specialist equipment may be accessed through external agencies where appropriate.

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

If your child is identified as not making adequate progress we will set up a meeting to discuss this with you in more detail and to listen to any worries you may have, to plan any additional support your child may need and to discuss with you any referrals to outside professionals we feel are appropriate to help to support your child

If your child is identified as having a special educational need we will discuss their target, support and progress with you throughout the year. The timetable of meetings will depend on the needs of the child. At these meetings we will also seek your views on how you feel your child is progressing and anything you feel they may need additional help with.

We welcome the involvement of parents at all stages as we feel their involvement is essential in ensuring that their child's needs are met appropriately and that all children are happy and make good progress.

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

Where it is felt appropriate child's targets will be reviewed in consultation with them. We will discuss how they feel they are progressing, what their main achievements have been that term, how they feel about school generally, what they would like more help with in the future and any worries they may have.

9. **What do I do if I have a concern or complaint about the SEND provision made by the school/setting?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child we would encourage them to speak to the class teacher first. If the parent still has concerns then an appointment can be made by them to speak to the SENDCo or Headteacher, who will be able to advise on formal procedures for complaint.

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

The Headteacher/SENDCo liaise with the SEND Governor, who oversees special educational needs.
The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion.

The following services may be involved as and when it is necessary:

Schools Inclusion Services
Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. The Service proves specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, and autistic and have cognitive learning difficulties.

Education Psychology Services
Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development

PSED
Specialist teachers and teaching assistants provide advice and support to schools and to partnerships of schools with regard to the social and emotional needs of children aged 3 to 11years. The service aims to secure and strengthen the school places of the primary aged children with the most severe and complex emotional and social needs; where such children are without a school place, the team has responsibility for ensuring that they have access to appropriate education.

Ask Us Nottinghamshire – *Formally Parent Partnership Service*
The service offers impartial information, support and advice to children and young people, their parents and carers, to enable them to make informed decisions about their child or young person's education. Nottshelpyourself | Ask Us Nottinghamshire (formerly the Parent Partnership Service)

Integrated Children's Disability Service
This service provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs. Nottshelpyourself | Integrated Children's Disability Service – Physical Disability Specialist Service (ICDS-PDSS)

Neurodevelopmental Support Team (NST) – Formally small steps
This service provides onward referrals to Paediatricians for diagnosis and support for children displaying concerning behaviours or behaviour related to autism and ADHD.

Speech and Language Therapy Service
This service provides specialist advice to schools to promote communication.

NHS Support
A support service which provides specialist advice to schools such as occupational therapy, physiotherapy, CAMHS etc.

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

The SENCo will provide information to parents and carers about relevant organisations and support groups in the area, and will circulate copies of any relevant information received by them.

12. How will the school/setting prepare my child/young person to:

(a) Join the school/setting?

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets for them.

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

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and efficiently.

13. Where can I access further information?

Nottinghamshire's SEND Local Offer website: www.nottshelpyourself.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services

and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

Burntstump Seely Church of England Primary Academy SEND Policy is available on the school website.