

Burstwick Community Primary School

SEND Information Report

2025-2026

1. The kinds of Special Educational Needs & Disabilities (SEND) for which provision is made at the school.

Burstwick Community Primary School is a mainstream school, which aims to provide access to a broad and balanced curriculum for all pupils in the school, regardless of disability, race or faith/religion.

We aim to include children with **SEND** in the full range of experiences that are open to the pupils in our school.

We believe that all pupils have the right to participate fully in the National Curriculum regardless of need.

Children with SEND should develop a healthy self-image through being regarded as members of the community, who are able to succeed and contribute at their level of academic and social ability.

Our school currently provides additional and/or different provision for a range of needs, including:

- *Communication and interaction*: e.g. autistic spectrum disorder, speech and language difficulties
- *Cognition and learning*: e.g. dyslexia and/or visual stress, dyscalculia
- *Social, emotional and mental health*: e.g. attention deficit hyperactivity disorder (ADHD), attachment issues
- *Sensory and/or physical needs*: e.g. visual impairments, hearing impairments, processing difficulties

'All teachers are teachers of children with special educational needs and disabilities.'

It is important to note that all staff are responsible for meeting the needs of each individual in their class to the best of their ability and where possible, with or without formal assessment.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with SEND.

We receive information from children's previous schools. The progress of all children is monitored regularly by the Class Teacher and **Senior Leadership Team** (SLT), so that when a pupil is not making expected progress, the school can quickly identify the need for support.

Children at the end of **Key Stage 1** (KS1) are assessed using **Assessment Tests** (KS1 AT) and **Key Stage 2** (KS2) are formally assessed using **Standard Assessment Tests** (KS2 SATs).

Quality first teaching is clearly defined in our school and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the pupil and families as necessary. Our school offers a range of interventions, which support individuals and groups of children with a range of difficulties, both academic and physical.

Teaching Assistants (TA) may be available to support children during whole class work, which is adapted to meet children's needs. However, we expect all staff to cater to all needs to the best of their ability and where possible.

We work with a variety of outside agencies that provide specialist support, programmes of work and resources, so that all children, especially those with a need, can continue to make progress.

If parents/carers have concerns about their child, they should speak with the Class Teacher initially. They may also wish to arrange an appointment with the **SEND Coordinator (Mrs. Rosie Hill)**, who can discuss support for their child.

The initial contact with the Class Teacher must take place first, so that appropriate plans/provision can be put into place to support your child where possible.

Identification of pupils with SEND

Identification of pupils with SEND can be as a result of Parental or Class Teacher concerns. Concerns could include:

- Evidence that despite adaptation and other arrangements such as specialist equipment the child makes little or no progress (including children with sensory, physical, speech, language and communication problems).
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas or working at a level substantially below that expected of children of a similar age.
- Persistent emotional or behavioural difficulties despite the use of behaviour management techniques usually used within the school.
- Has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist advice and/ or equipment.

- Has ongoing communication or interaction difficulties that delay the development of social relationships and cause substantial barriers to learning.

The Class Teacher, together with the SENDCo, will decide if it is appropriate to place the child on the SEND register or continue to look at different ways of providing support for staff, pupils and parents. Pupil voice is at the centre of this process and they will have opportunities to discuss their views. The Class Teacher will keep parents informed and draw upon them for additional information. The SENDCo will consider if the child needs additional assessments of the child's needs. This could include liaising with external agencies.

Assess and review progress of children SEND?

Children, who require additional support above that of normal classroom intervention, will be provided with a **Support Plan (SP)**. These have individual targets, which are reviewed on a regular basis (minimum 3 times a year). In addition to a SP, pupils with an **Education & Health Care Plan (EHCP)** will also have an annual review to review the broader targets set out in the statement. These contain the same information but in greater depth, and also include input from outside agencies working with and for the child.

Each review of the SEND Pupil will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made. This information is shared with the Headteacher, SENDCo and discussed in detail at regular meetings throughout the year.

3. Information about the school's policies for making provision for pupils with SEND, whether or not pupils have EHC Plans, including:

a, How the school evaluates the effectiveness of its provision for such pupils;

Children are assessed before they start and finish an intervention programme to enable progress to be measured. The interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Interventions are also regularly monitored by the SENDCo and discussions take place between staff to evaluate the impact they are having for the pupil. Pupil interviews also take place to ensure their voice is heard and their opinions are included when considering the impact an intervention is having on their progress.

Children, who require additional support above that of normal classroom intervention, will be provided with a **Support Plan (SP)**. These have individual targets, which are reviewed on a regular basis (minimum 3 times a year). Through Support Plan Review meetings, the Class Teacher and SENDCo can monitor the progress of individual pupils and evaluate the effectiveness of provision in place. Our primary goal is to maximise each child's potential and take proactive steps to achieve this by exploring the reason behind any lack of progress. By identifying these obstacles, we can tailor interventions and provision more effectively.

In addition to a SP, pupils with an **Education, Health & Care Plan (EHCP)** will also have a statutory Annual Review to evaluate the broader targets as set out within the EHCP. Where and when necessary, reviews may include input from outside agencies working with and for the child.

b, The school's arrangements for assessing and reviewing the progress of pupils with SEND;

Children are monitored daily by the Class Teacher to inform further planning. Pupils on a Support Plan have their targets reviewed at least 3 times a year. Parents/Carers of children with a SP are invited in, with the Class Teacher and SEND Coordinator, to discuss their child's progress and plan future targets.

Pupils who have interventions, will be assessed at the beginning and end of the unit/block to ensure they are making progress. If the intervention is not having the impact required, then it is changed to something more suitable so the pupil can reach their full potential.

In addition to Support Plan Meetings, pupils with an EHCP will have an Annual Review to discuss their EHCP targets, progress and provision in place. It is at this Annual Review that outside agencies may be invited to attend alongside the pupil, parents/carers, the class teacher and SENDCo.

All Parents/Carers are expected to attend Parent Consultation Evenings throughout the year to discuss their child's progress. They also receive an annual written report at the end of the academic year, which includes the pupil's end of year assessments.

c, The school's approach to teaching pupils with SEND;

It is the aim of the school, to provide access to a broad and balanced curriculum for all pupils, regardless of disability, race or faith/religion. We aim to include children with **SEND** in the full range of experiences that are open to the pupils in our school.

We believe that all pupils have the right to participate fully in the National Curriculum regardless of need. Children with SEND should develop a healthy self-image through being regarded as members of the community, who are able to succeed and contribute at their level of academic and social ability.

Quality first inclusive teaching (QFIT) is clearly defined in our school and we expect all staff to deliver this in all direct and indirect lessons. Teaching and learning is carefully planned to meet the needs of all pupils. By considering pupils individual learning styles, teaching approaches and resources may be adapted to meet their learning needs. **Teaching Assistants** (TA) may be available to support children during whole class work, which is differentiated to meet children's needs.

Should additional support be required, pupils may require 1-1 or small group interventions. Our school offers a range of interventions, which support individuals and groups of children with a range of difficulties, academic, physical, social and emotional. We also work with a variety of outside agencies that provide specialist support, programmes of work and resources. The school works closely with parents/carers to gather information and meet the child's needs.

The SENDCo and Class Teacher work together to identify and overcome barriers to learning and participation. When necessary, staff are provided with appropriate SEND training and information. This includes awareness training undertaken by all staff in school.

d, How the school adapts the curriculum and learning environment for pupils with SEND;

We aim to include children with SEND in the full range of experiences that are open to the pupils in our school. We consider, wherever possible, that all SEND pupils should be able to participate fully in the National Curriculum with reasonable adaptations in place.

Through observations, assessment, information from parents/carers and liaising with external agencies, adaptations to the curriculum and learning environment can be made in many ways depending on the pupil's individual needs.

This may be through:

- adapting the physical environment to ensure it is more accessible
- considering and implementing a variety of different approaches to learning
- adapting work to meet the child's need
- use of additional resources e.g. overlays, coloured paper or ICT equipment
- additional adult support
- providing additional time to complete work
- breaking tasks and activities down into smaller chunks
- providing visual resources/timetable
- emotional support and check-ins

e, Additional support for learning that is available for children with SEND;

Where possible, additional support is provided in the classroom or within lessons to reduce the amount of time pupils spend out of class in interventions. All teachers in our school are teachers of SEND. However, there are times when **Teaching Assistants** (TA) may be available to support children during whole class work, which is adapted to meet children's needs. Each morning, classes have a designated TA to support all children, but with a greater focus on children with SEND, to ensure that any gaps in learning do not widen.

There are times when 1-1 or small group interventions are necessary to help pupils make progress against specific targets.

Our school offers a range of interventions, which support individuals and groups of children with a range of difficulties, both academic and physical. Interventions are planned and resourced to meet the needs of the pupil's individual needs and targets. Interventions can target any area of the curriculum or cognition and learning need

e.g. maths, reading and spelling. The concept behind this is to assist in closing the gaps in their learning. Not all children respond to a particular approach, so at times it may be necessary to modify them or try a different approach. When needed, the SENDCo seeks advice from the **Educational Psychology Service (EPS)** about interventions and approaches which are most effective for the pupil's specific needs.

Some pupils need interventions to support their physical or sensory needs, e.g. fine and gross motor skills. The school uses a variety of programmes and resources to support with this. When appropriate, staff seek advice from external agencies such as the **Sensory and Physical Teaching Service (SaPTS)**.

When a pupil has communication and interaction difficulties, staff have access to a range of resources through the Humber NHS website which may be used to support pupils with speech and language difficulties. When necessary, individual pupils may be referred to the **Speech and Language Therapy** service (SaLT).

Some pupils may need additional emotional support. This will initially be provided in class by the Class Teacher and/or Teaching Assistant (1) as they typically have the best relationship with the pupil, and the pupil can have access to additional check-ins as and when needed throughout the day. At times, additional support and interventions may be needed to target specific difficulties. This may be provided through a specific intervention by the classroom TA or the pupil may be referred to our school **Emotional Literacy Support Assistant (ELSA)** (2). The school also has a **Mental Health First Aider (MHFA)** (3), who provides additional support for individual pupils that meet the criteria to access this level of service.

With both services offered, a referral system and triage practice are in place. Your child may be placed on a wait list, but support will always be offered via the Class Teacher and/or Teaching Assistant (1) during this time.

f, Activities that are available for pupils with SEND, in addition to those available in accordance with the curriculum;

Children with SEND are fully included in extra-curricular provision and school trips. Lunchtime and afterschool clubs are available for all pupils including those with SEND. If clubs are run by an external provider, the Class Teacher will inform them of any specific needs or support they need to be aware of so activities, resources and teaching can be adapted if needed.

g, Support that is available for improving the emotional and social development of children with SEND.

The ethos at Burstwick Community Primary School ensures that everyone's differences are treated with respect and everyone is valued for their own personal qualities and individualism. The school has an extremely positive approach to behaviour and expects all children to display the appropriate 'Behaviours 4 Learning' (see Behaviour 4 Learning Code). This ensures that children are rewarded for the good, and often outstanding, things they do. There are a number of rewards which the children may receive throughout their time at our school, which range from DOJOs, which are given daily, and 'WOWs'; to certificates recognising their achievements and efforts. At Burstwick Community Primary School, it is our intention to promote a school ethos that is underpinned by our Core Values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The values we focus on are:

*** Believe * Unique * Resilient * Safe * Tolerant * Worthy * Independent * Creative * Kind-hearted**

We are **BURSTWICK!**

With the implementation of Core Values across the school this ensures that we develop the emotional and social development of all our children regardless of ability or need.

When pupils have specific social and emotional difficulties, they may receive specific small group or 1-1 support. They can also be referred to our school ELSA who provides 1-1 or small group work for pupils who need support with their social and/or emotional development.

We also draw upon the expertise of outside agencies such as: CAMHS, the school nurse and family support workers.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND Coordinator.

Mrs. Rosie Hill
SEND Co-ordinator (SENDCo)
Burstwick Community Primary School
Main Street

Burstwick
East Riding
HU12 9EA
Tel: 01964 623411
e-mail: sprucer@burstwickprimary.co.uk

Mr. Ian Cutts (Acting SENDCo from April 2025)
Headteacher
Burstwick Community Primary School
Main Street
Burstwick
East Riding
HU12 9EA
Tel: 01964 623411
e-mail: burstwickcommunity.head.primary@eastriding.gov.uk

Mr Dominic Boynton
SEND Governor

5. Information about the expertise and training of staff in relation to children with SEND, and about how specialist expertise will be secured.

Different members of staff have received different training related to SEND and training is arranged to ensure staff understand the needs and strategies to support the identified children they work with. In addition to specific training, resources and research documents are shared with staff for their own professional development.

Training has included:

- *Supporting children with Specific Communication Difficulties- Sign Language*
- *Neurodiversity Awareness-with a focus on ADHD*
- *Dyslexia Awareness Training*
- *Dyscalculia Awareness Training*
- *Supporting children with Behavioural, Social & Emotional Needs*
- *Precision Teaching*
- *Using the Boxall Profile*

The SEND Coordinator has completed the 'National Award for Special Educational Needs Coordinators', which is a Masters Degree; and holds a Bachelor of Education degree (BEd).

6. Information about how equipment and facilities to support children with SEND will be secured.

Support from outside specialist agencies is sought where the school needs additional advice in order to meet the needs of the pupils and we work with the following teams:

- Educational Psychology Service
- Behaviour Support Team
- SaPTs (Sensory and Physical Teaching Service)
- School Nurse
- Social Care

All areas of the school are accessible for wheelchair users and where they are not, alternative routes are available. We are happy to discuss any individual requirements.

7. The arrangements for consulting Parents/Carers of children with SEND about, and involving them in, the education of their child.

We encourage Parents/Carers to work in partnership with the school staff and will always welcome them into school to discuss their child and any concerns they may have. Parents/carers can contact school through DOJO, email, by phoning the school office or talking to the teacher. There are 3 Parents Consultation Evenings (PCE) a year and an end of year report, which is followed by a parent drop-in (PCE 3).

Parents/Carers of children with SP targets are invited, alongside the Class Teacher, SEND Coordinator and child to review the progress made and set new targets. Parents can request a meeting at any time of the school year, but will be formally invited into school for a Support Plan meeting during the course of an academic year.

In addition to the above meetings, parents/carers of a child with an EHCP are invited to an Annual Review Meeting. They are given questionnaires to complete and, by attending the meeting, they can fully contribute to the review and any changes that need to be made.

8. The arrangements for consulting children with SEND about, and involving them in, their own education.

The child's voice is of the utmost importance, and we regularly talk to the children about what they like/dislike, what they are good at and how they would like to improve. Targets are shared with the child and they understand the aim of what is to be achieved and they are given feedback and opportunities to discuss their progress in interventions.

Most pupils attend their Support Plan Review Meetings so they can hear the discussion taking place and contribute their own thoughts and opinions. When this isn't appropriate, pupils are given the opportunity to share their thoughts with the class teacher and new targets are shared with them on a 1-1 basis.

Pupils with an EHCP complete One Page Profiles ahead of their Annual Review Meeting and attend the meeting in person. Some children may remain for the whole meeting and some may decide to leave early. All pupils have different needs and requirements and we are flexible in our approach so they can contribute to their meeting in a way that is comfortable and appropriate for them.

9. Any arrangements made by the Governing Body, or the proprietor, relating to the treatment of complaints made by Parents/Carers of children with SEND, concerning the provision made at the school.

If a parent/carer has concerns about their child, they should speak with the Class teacher initially. Class Teachers are always happy to discuss pupil's progress and attainment at any point in the year.

Parents/carers may also wish to arrange an appointment with the SEND Coordinator (Mrs. Rosie Hill), who can discuss support and provision for the child. Parental involvement and opinions are very valuable to the school and parents are encouraged to be open with the school about what they feel is working or not working for their child. This must be done using the school Complaints Policy, and initially speak with the Class Teacher (Stage 1). Should this not resolve the issue, parents/carers are encouraged to contact the Head Teacher (Stage 2). If the issue cannot be resolved at this level, then parents/carers are advised to follow the Complaints Policy procedure and this would be escalated to the Chair Of Governors (CoG). At this stage (Stage 3), the CoG would ensure that the correct protocol has been followed, rather than investigate what has already been completed by the Headteacher.

10. How the Governing Body involves other professional bodies, including Health, Social Care, Local Authority Support Services and Voluntary Organisations, in meeting the needs of children with SEND, and in supporting the families of children with SEND.

As and when appropriate, or indeed necessary, our school involves other agencies, depending on the individual needs of the children. These can include but are not limited to:

- *Speech & Language Therapy*
- *Educational Psychology Service*
- *Behaviour Support Team*
- *Humber Sensory Processing Hub*
- *Communication and Interaction Specialists*
- *Occupational Therapy*
- *Child and Adolescent Mental Health (CAMHS)*
- *Social Care*
- *School Nurse*

We may also signpost parents to services which are offered by the Local Authority if they need support with their child at home.

Details of the support services provided by the Local Authority can be found on the East Riding Local Offer: <https://eastridinlocaloffer.org.uk>

The school has a member of staff that holds qualifications and training to support the emotional well-being of children in school:

- *Mrs Christine Carrick - Emotional Literacy Support (ELSA) & Mental Health 1st Aider (MHFA)*

These services are accessed in school and are based on need and in consultation with parents/carers.

The school works closely with any professionals and agencies involved with the pupil. This may include arranging visits and involving them in meetings.

11. The contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with clause 32 of the SEND Code of Practice 2015.

If parents/carers have concerns about your child, you should speak with the Class teacher initially. You may also wish to arrange an appointment with the SEND Coordinator (Mrs. Rosie Hill), who can discuss support for your child.

Parents/carers of pupils with SEND can access a comprehensive list of services and support via the local authority's Local Offer. This can be accessed via the school website or at <https://eastridinlocaloffer.org.uk>. All services, contact details and the referral processes are outlined on the Local Offer website, and parents may also wish speak with the school SENDCo for any advice or support accessing these services.

12. The school's arrangements for supporting children with SEND in transferring between phases of education, or in preparing for adulthood and independent living.

Many strategies are in place to ensure children's transitions are as smooth as possible. Meetings and discussions take place between the Year 6 Class Teacher, SENDCo and the SENDCo from the receiving secondary school. All Support Plans and documents are transferred across in the Summer Term, so that the KS3 SENDCo has all the information they need before the child starts.

Secondary school staff visit children in their own school to talk about what to expect and answer any questions they may have.

This allows them to make informed decisions about the appropriate level of support for the child.

Most schools in the area have set transition days for SEND pupils to attend the school and get to know the setting and their new teachers. Additional visits may be arranged for those who need more support adjusting to the changes and this depends on the secondary school and what they are able to offer and accommodate.

Our school staff will use their knowledge and understanding of individual pupils and work with the SENDCo to choose the most appropriate way to support children through transition periods. We will speak with pupils themselves to find out what they are most concerned about and tailor the support accordingly. This may involve making a transition book, looking at photographs of the school, exploring the school website and writing "About Me" information with the child. Some pupils may benefit from doing this with our school ELSA so they can fully explore their thoughts and feelings with a trained professional.

13. Information on where the Local Authority's Local Offer is published

The Local Offer is a way to make it easier for you to find out about services and support available to children and young people from birth to 25 years with special educational needs and disabilities (SEND). Information and support is separated into 6 sections, Education, Health, Care & Support, Leisure, Money, and Adulthood. You can also search our directory of services and groups.

<https://eastridinlocaloffer.org.uk>