



**BURBAGE GROVE ROAD SCHOOLS
FEDERATION**

SEND School Information Report

2025-2026

Our Vision and Values:

Burbage Infants' School Vision:



Burbage Infants' School Values:



Burbage Infants' school's vision reflects the important role we serve at the beginning of children's education and our inclusive approach to our Church School role.

Burbage Junior School's Vision and Values:



As a Federation, we strive for the educational experience for learners with Special Educational Needs and Disability (SEND) to consistently be as good as it is for learners without SEND (equity of educational experience for all learners). Pupils with SEND have the greatest need for excellent teaching and are entitled to inclusive provision that supports achievement at, and enjoyment of, school. All pupils, are entitled to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

We strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

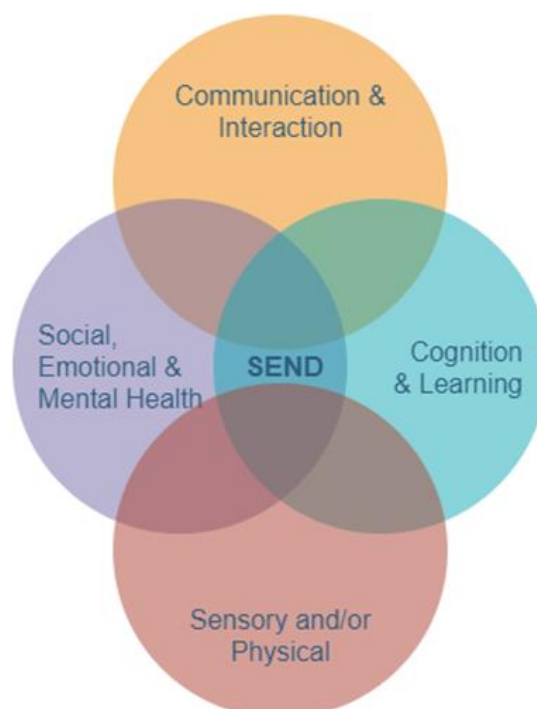
Our SEND Pledge ensures that the education of learners with SEND is as consistently good as it is for learners without SEND:

1. Pupils with SEND receive inclusive teaching and have a balance of appropriate class, group and individual support to achieve the best possible educational outcomes.
2. Pupils with SEND are taught a broad, rich and ambitious curriculum.
3. Pupils with SEND engage with a learning environment that supports confident communication.
4. Pupils with SEND use different support strategies that teachers provide to help them learn.
5. Pupils with SEND have Individual Education Plans that are created with parents or carers termly.
6. Pupils with SEND have a parent/carer that works in partnership with the school to achieve genuine co-production to maximise outcomes.
7. Pupils with SEND are prepared for the next stage in their education
8. Pupils with SEND are set homework that is matched to their individual needs.
9. Pupils with SEND have the opportunities to become involved in pupil voice and wider curriculum activities.
10. Pupils with SEND take part in evidence informed interventions to overcome barriers to learning.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read our SEND policy which can be [found on our school website](#)

What types of SEND do the schools provide for?

Burbage C of E Infant School and Burbage Junior School are mainstream schools which provides for children and young people with a wide range of special educational needs.



‘A child or young person has SEND if they have a learning difficulty or disability’ that calls for ‘provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.’

(SEND Code of Practice January 2015)

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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

Burbage Infant School Special Educational Needs Co-ordinator (SENDCO)	Philippa Jesson	National Award in Special Educational Needs Co-ordination Qualified Teacher Status 0.8	Telephone: 01455 239391 Email: pjesson@burbageinfants.org
Burbage Infant School Advisory SENDCO and Burbage Junior School Special Educational Needs Co-ordinator (SENDCO)	Vicky Lucas	National Award in Special Educational Needs Co-ordination Qualified Teacher Status Senior Mental Health Lead Full Time 0.8 at Burbage Junior School 0.2 at Burbage Infant School	Telephone: 01455 630970 Email: vlucas@burbagejunior.org

What are the key responsibilities of the Special Educational Needs Co-ordinator (SENDCO)?

- overseeing the day-to-day operation of the school's Special Educational Needs and Disabilities (SEND) policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher (Burbage Infants - Philippa Jesson and Burbage Junior School - Mrs Vicky Lucas) where a looked-after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with Parents or carers of pupils with SEND;

- liaising with, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents or carers are informed about options and a smooth transition is planned;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring the school keeps the records of all pupils with SEND up to date.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils with SEND.

Learning Support Assistants (LSAs)

At Burbage Infant C of E School there are 14 Learning Support Assistants (LSAs) with an additional 3 High Level Teaching Assistants (HLTAs). One HLTA is ELSA trained.

At Burbage Junior School there are 12 LSAs, including 4 Senior Teaching Assistants (STAs). In addition, there are 2 members of staff who are Licensed Thrive Practitioners.

Continued professional learning 2024-2025

Senior Mental Health Lead (Delivered by Thrive)	SENDCO Vicky Lucas -Burbage Junior School
Identify and Monitor persistent literacy difficulties/dyslexia training (delivered by Leicestershire Learning Support Team)	SENDCO Vicky Lucas -Burbage Junior School
SEND Reviewer Training (Leicestershire Local Authority)	Executive Headteacher SENDCO Vicky Lucas-Burbage Junior School
Early Reading- Phonics	Burbage Junior School Teachers
Dorothy Goodman Change Partnership Program	Advisory SENDCO and EYFS
Team Teach Training Level 2 and Level 3	EYFS staff and SLT

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. If more support is required, help and advice from external professionals is used. We always discuss the involvement of specialist SEND services with parents or carers first.

We have access to a range of specialist support services including:

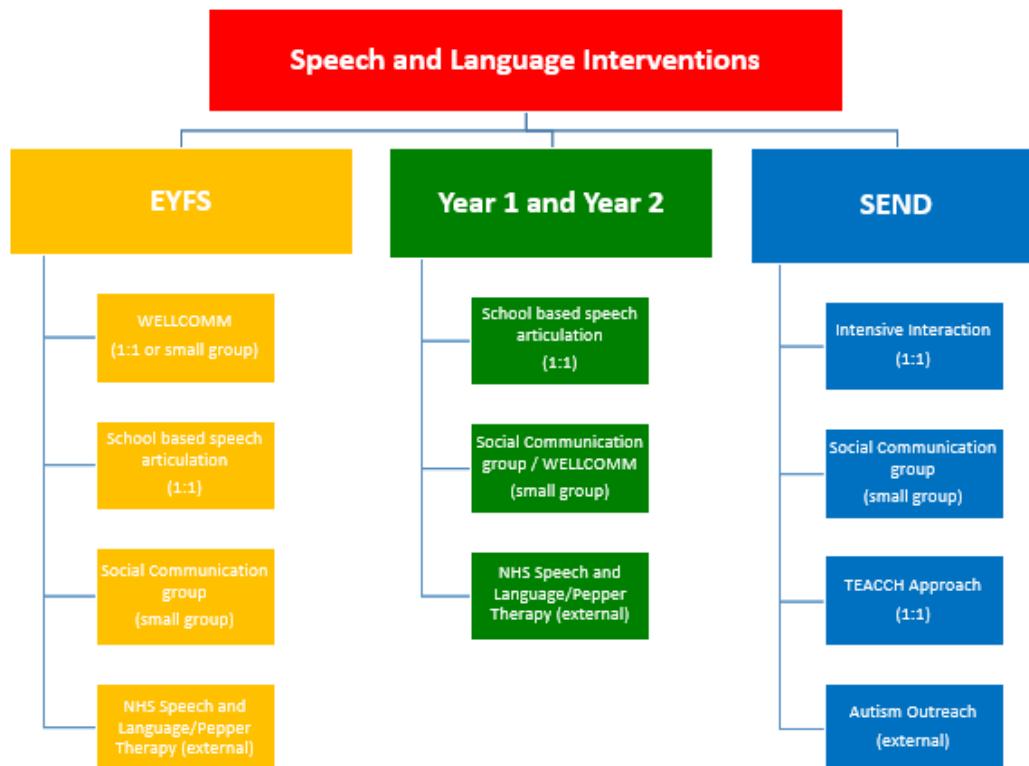
- Educational Psychologist
- NHS Speech and Language therapists
- Pepper Therapy Speech and Language Therapist
- Autism Outreach
- Leicestershire Inclusion Service
- Leicestershire Early Years Inclusion
- Dorothy Goodman Change Partnership
- Oakfield School Support
- Leicestershire Learning Support Team
- Occupational therapists
- GPs or paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Service.

These interventions are part of our contribution to Leicestershire's local offer. More information can be found here <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

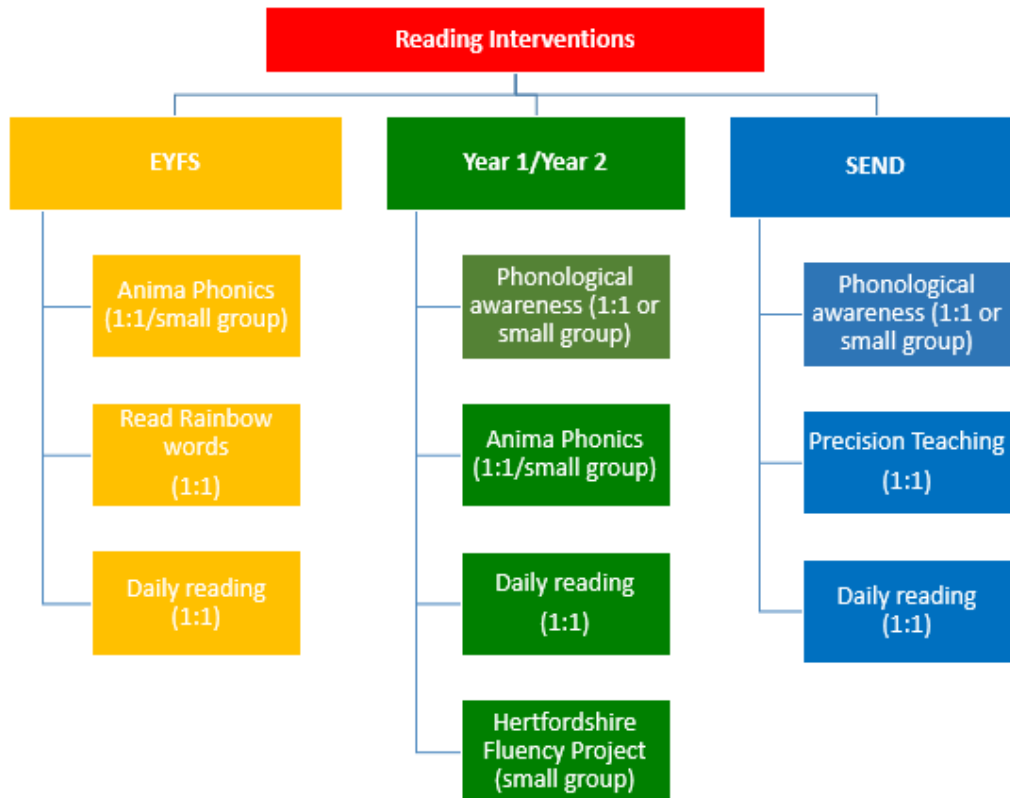
Burbage Infants Speech and Language 2025/2026



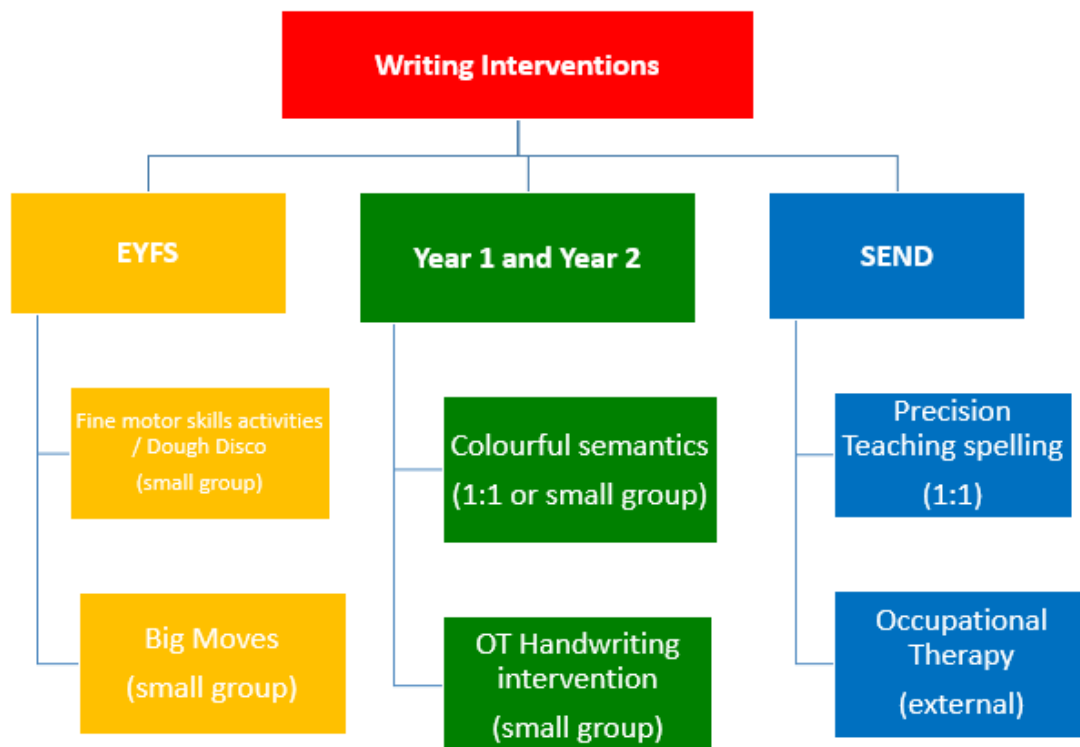
Burbage Infants Interventions 2025/2026



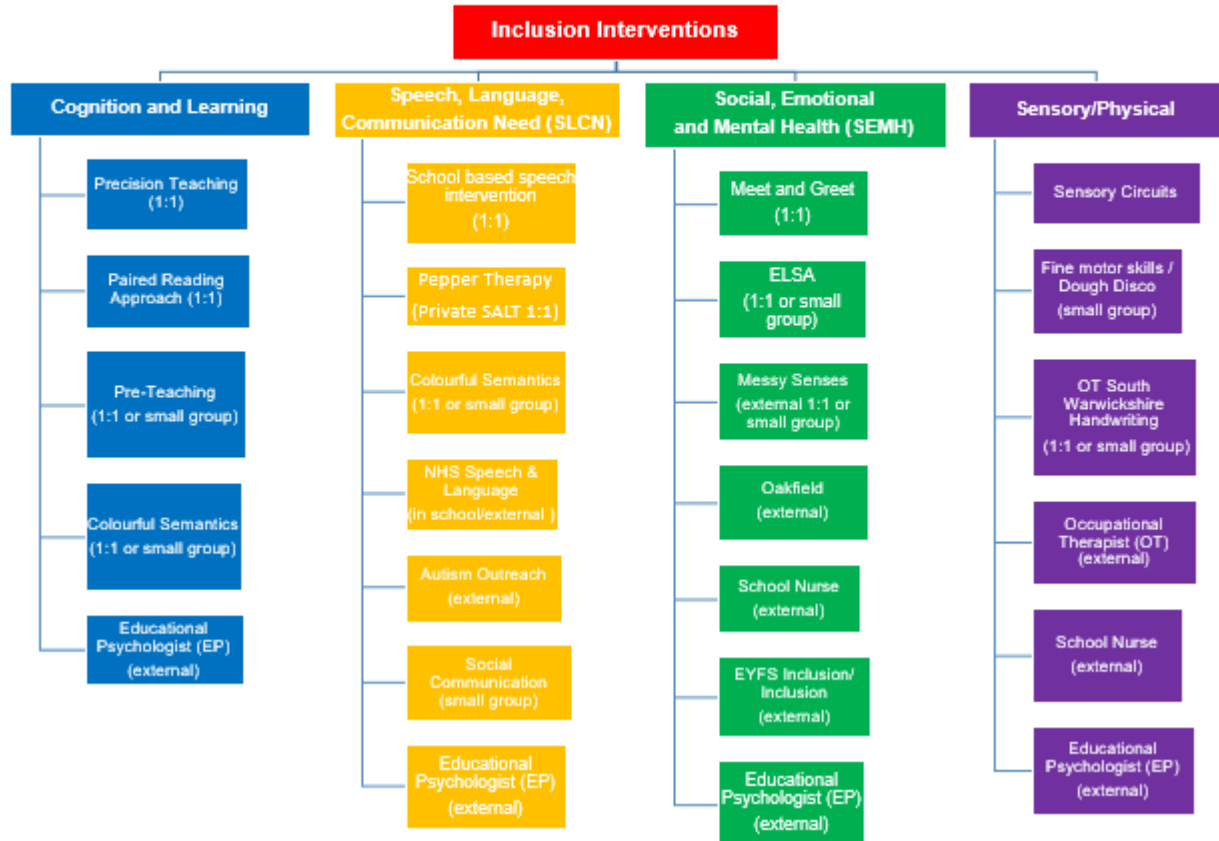
Burbage Infants Interventions 2025/2026



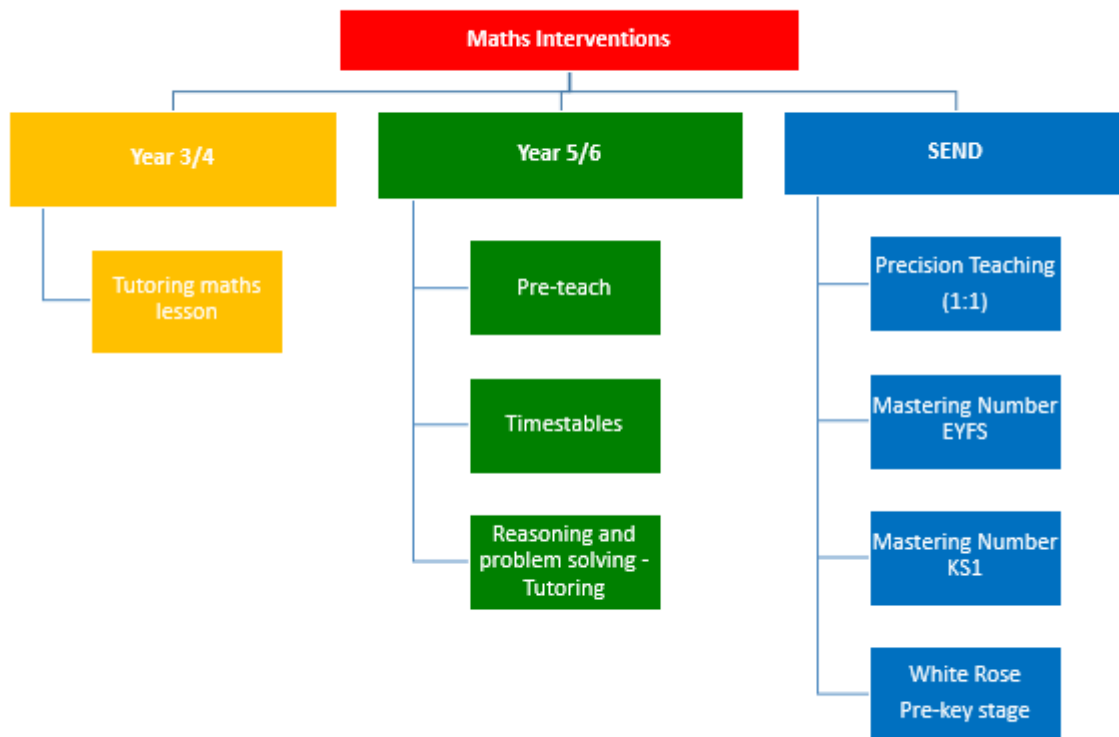
Burbage Infants Interventions 2025/2026



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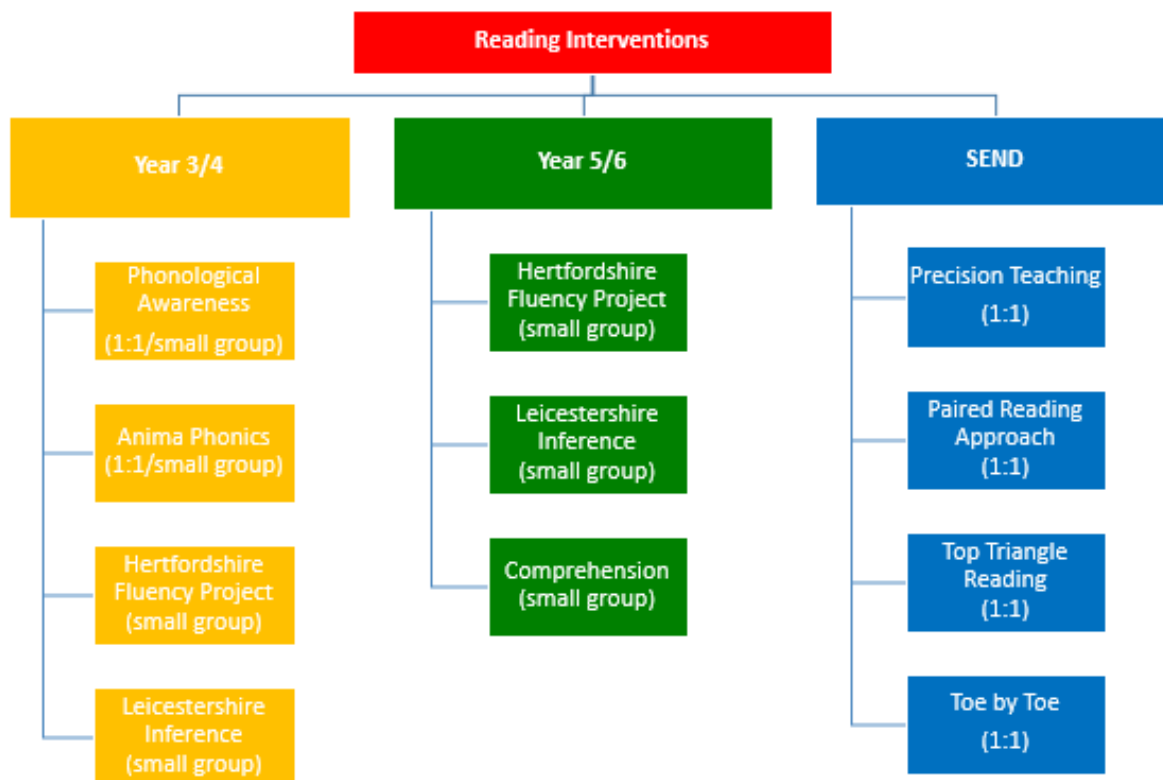


Burbage Junior Interventions 2025/2026

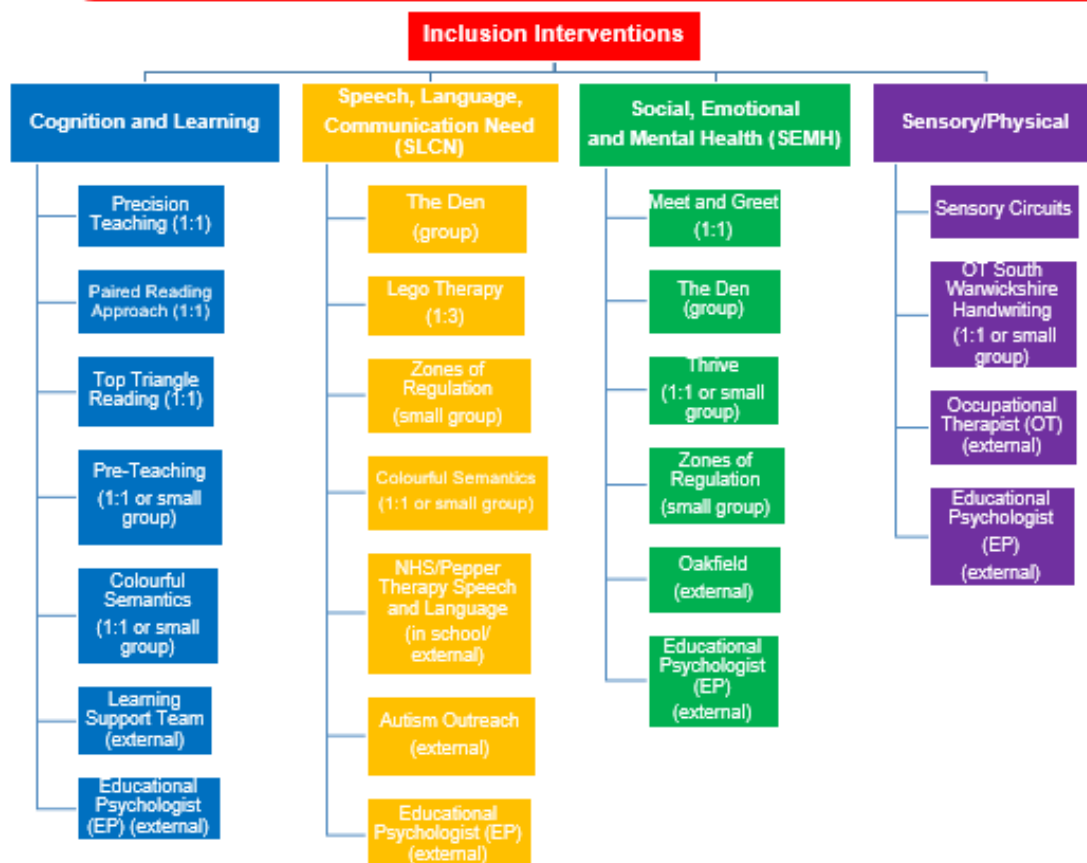




Burbage Junior Interventions 2025/2026



Burbage Junior Interventions 2025/2026



What should I do if I think my child has SEND?

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 SEND, the first person you should talk to is your child's teacher either at Parents or carers evening or by calling the school office to arrange a meeting.

They will pass the message on to the SENDCO who will be in touch to discuss your concerns.

We also offer weekly **'Time to Talk'** parent/carer appointments with the SENDCO. It is an opportunity to talk about any questions or concerns you might have or to discuss progress, additional needs or SEND support for your child. Appointments can be made via the office, sending a message to the SENDCO on Class Dojo or emailing pjesson@burbageinfants.org or vlucas@burbagejunior.org 'Time to Talk' appointments can be at the start or end of the school day.

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. You will also be given a copy of this.

We will speak to your child's class teacher to get a better understanding of your child's strengths and difficulties.

We might decide to monitor the progress and needs of your child over a period of time. We would complete an initial concerns plan. This will be completed together and you will be given a copy of this. This will be reviewed as part of the assess, plan, do, review process.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

All children who receive SEND Support will have an Individual Education Plan (IEP) or a Pupil Passport. The IEP includes personal targets to support your child in school.



How will the school know if my child needs SEND support?

Identification - this could be from concerns raised by the child, parents or carers and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

Every term we hold pupil progress meetings. These meetings centre around the progress and wellbeing of all pupils. Each year group team meets with the Executive Headteacher, Deputy Headteacher and the SENDCO to discuss the individual needs, wellbeing, attendance, progress and effectiveness of provision for each pupil. This ensures that we identify who needs an intervention to maximise progress. We review the impact of interventions and identify targeted support for barriers to learning to ensure all pupils make progress from their individual starting point.



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 give the pupil extra support to try to fill it. 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, and will contact you to discuss the possibility that your child has SEND.

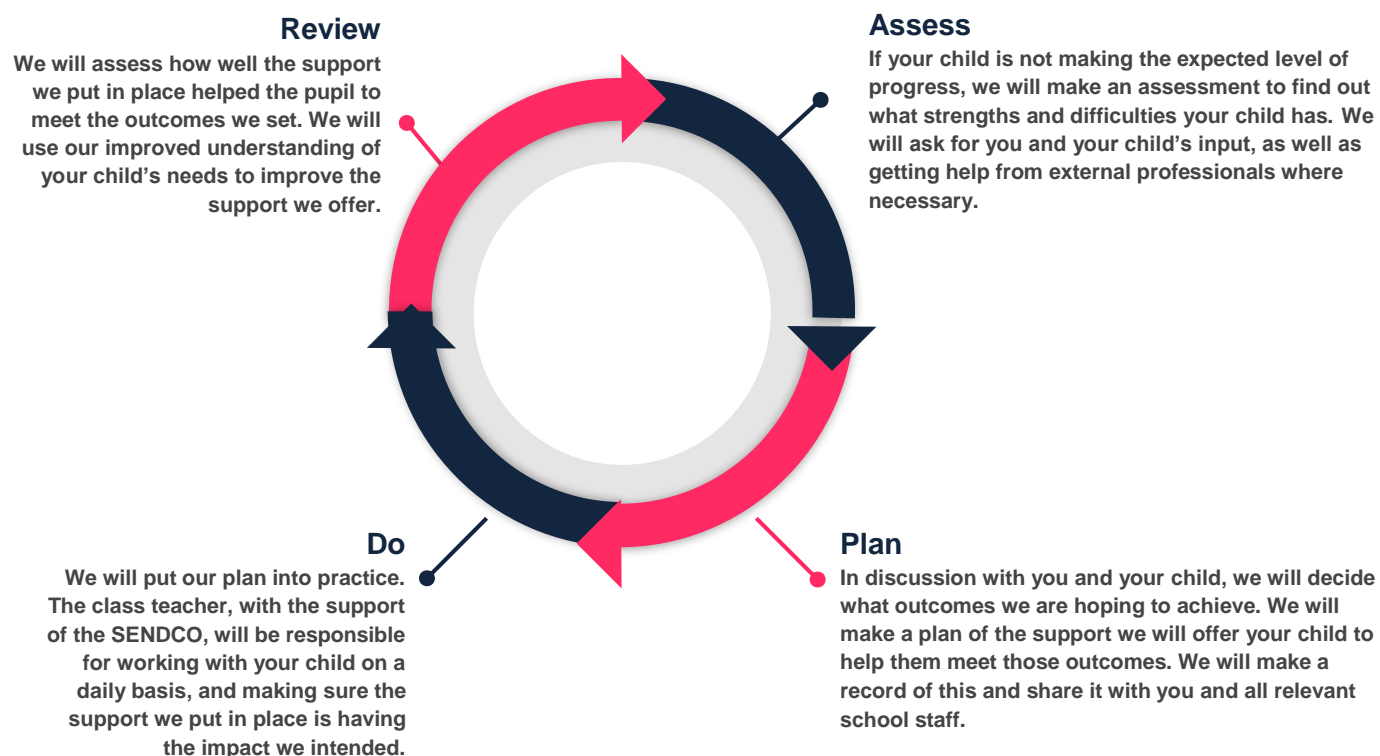
The SENDCO will observe the pupil in the classroom/playground to see what their strengths and difficulties are. They will have discussions with your child's teacher(s), to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your views 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 paediatrician. Based on all of this information, the SENDCO will work with you to decide whether your child needs SEND support. Together you can decide if you would like your child to be added to the SEND register.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO and your child's class teacher will work with you to create an Individual Education Plan (IEP).

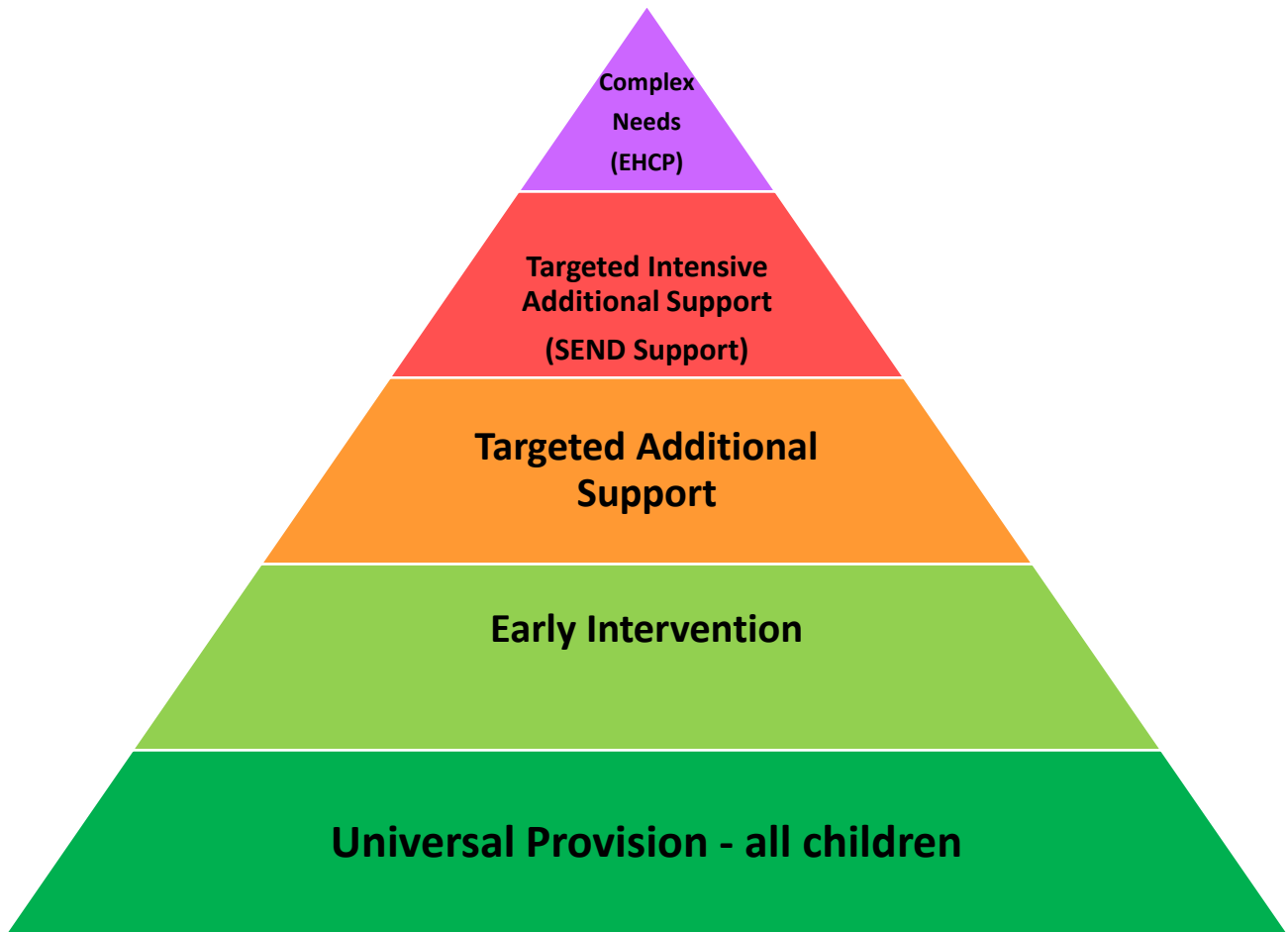
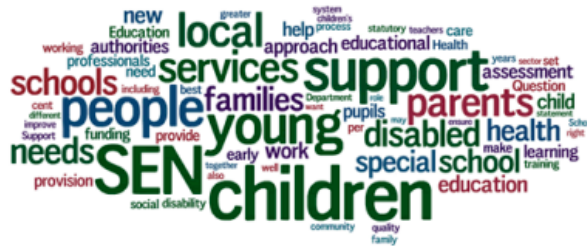
How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND 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;

- Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress;
- 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 SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined;
- Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.



Early intervention support

Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional needs and **adjustments and provisions that can be made within class.**

Targeted, additional support

Your child's teacher will work with you to develop an understanding of your child's strengths and potential **additional speaking, listening or reading intervention that could help your child.**

Targeted, intensive additional support

The school's SENDCO and class teacher will work with you to put together a SEND Individual Education Plan (IEP) for your child which will be reviewed with you termly. Outcomes and additional support will be put in place and reviewed.

At this stage it may also be decided that more support is needed to enable progress. An outside agency may become involved with your child to enable the school to seek advice effectively.

EHCP/Complex Needs

If your child has more complex and enduring needs, or remains significantly behind, then a request for an Education Health and Care Plan (EHCP) can be made.

If an EHCP is agreed, then your child is likely to have more specialist provision and additional adult support. There will also be annual review meetings which are person centred to talk about your child's achievements and progress and what is working and isn't working well.

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

The school works together with parents or carers to make any decisions about a child's learning and wellbeing. We actively encourage partnerships with parents or carers through:

- Time to Talk meetings with the SENDCO
- parent and carer coffee mornings
- parent and carer workshops
- termly SEND review Parents or carers meetings with the class teacher
- termly Parents or Carers' evening
- using home/school diaries
- Team around the child meetings with external agencies
- Annual reviews

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

- Agree outcomes together for your child's progress on their Individual Education Plan;
- 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

The SENDCO may also attend these meetings to provide extra support.

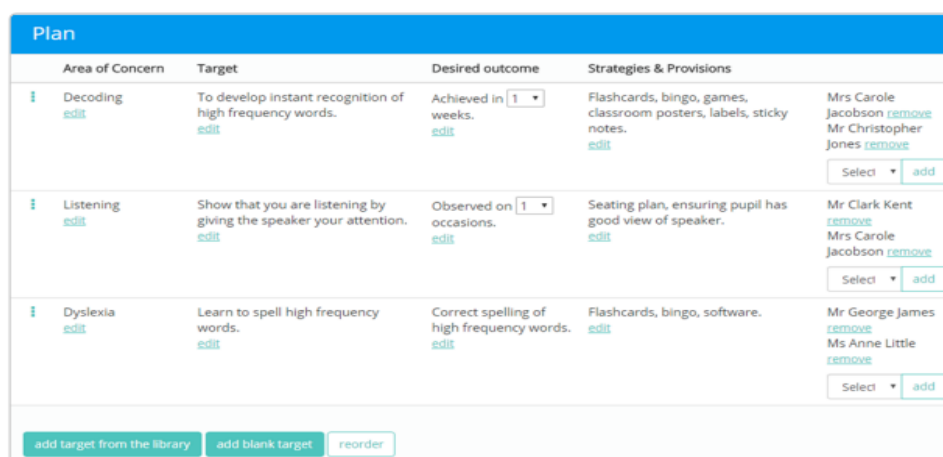
We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's

needs, so that we can work together to agree what would work best for your child in school.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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.

As a school, we use Edukey Provision Map which allows parents or carers to easily see their child's targets and their Individual Education Plan. Parents or carers are also able to share comments about their child's progress. To enable either of these actions, Parents or carers are provided with a URL and the unique Access code for their child by their child's class teacher.



Plan				
Area of Concern	Target	Desired outcome	Strategies & Provisions	
edit	To develop instant recognition of high frequency words. edit	Achieved in 1 weeks. edit	Flashcards, bingo, games, classroom posters, labels, sticky notes. edit	Mrs Carole Jacobson remove Mr Christopher Jones remove Select add
edit	Show that you are listening by giving the speaker your attention. edit	Observed on 1 occasions. edit	Seating plan, ensuring pupil has good view of speaker. edit	Mr Clark Kent remove Mrs Carole Jacobson remove Select add
edit	Learn to spell high frequency words. edit	Correct spelling of high frequency words. edit	Flashcards, bingo, software. edit	Mr George James remove Ms Anne Little remove Select add

[add target from the library](#) [add blank target](#) [reorder](#)



If you have concerns that arise between these meetings, please contact your child's class teacher, SENDCO by calling the school to arrange a Time to Talk meeting.

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

We listen to our children and work closely with them to be active participants in their learning. We actively encourage them to evaluate themselves as learners, make choices and express opinions. We want them to be able to identify their strengths and weaknesses, ways of learning best and what support they may need.

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

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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

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 adapt how we teach to suit the way your child 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 include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, ipads, coloured overlays, visual timetables, larger font, etc;
- Learning Support Assistants may support pupils on a 1-to-1 basis or in small groups as directed by the class teacher.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



AREA OF NEED	CONDITION	HOW WE SUPPORT PUPILS
<p>Communication and interaction</p>	<p>Autism spectrum disorder diagnosed or undiagnosed</p> <p>communication and interaction needs (undiagnosed)</p>	<p>Visual timetables Social stories Sensory Circuits Fidget toys/wobble cushions/Therabands Ear defenders Quiet workstation Autism Outreach external support Paediatrician Lego Therapy Zones of Regulation Movement breaks Brain breaks The Den (safe space/quiet area for break and lunch and soft start to the day at Burabe Junior School) Soft start to the day Sensory assessments The Hive for quiet dining (Burbage Junior School) Meet and Greet ELSA (Burbage Infant School) Autism Outreach</p>

	Speech and language difficulties	Speech and language therapy Pepper Therapy Speech and Language Therapist Colourful semantics Pre-teaching 1:1 speech and language work WellComm (Burbage Infant School)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grips Precision Teaching Reading/phonic Intervention Ipads/tablets/laptops with accessibility features e.g. screen colour, speech to text, immersive reader, typing Occupational Therapy Leicestershire Learning Support Team
	Moderate learning difficulties	Pre-teaching Over learning Precision Teaching Reading/phonic Interventions Ipads/tablets/laptops with accessibility features e.g. screen colour, speech to text, immersive reader, typing
	Severe learning difficulties	Pre-teaching Over-learning Precision Teaching Reading/phonic Interventions Ipads/tablets/laptops with accessibility features, eg. screen colour, speech to text, immersive reader, typing
Social, emotional and mental health	ADHD diagnosed or undiagnosed	Quiet workstation Sensory circuits Fidget toys/wobble cushions/Therabands Occupational Therapy Paediatrician Movement breaks Brain breaks Sensory assessments The Den (Burbage Junior School) The Hive for quiet dining (Burbage Junior School) Meet and Greet Oakfield School support ELSA (Burbage Infants)

	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive at Burbage Junior School ELSA at Burbage Infants CAMHS The Den at Burbage Junior School The Hive for quiet dining at lunch at Burbage Junior School
Sensory and/or physical	Hearing impairment	External services as needed
	Visual impairment	External services as needed
	Multi-Sensory impairment	Sensory circuits Sensory assessment Fidget toys/wobble cushions/Therabands Ear defenders Occupational Therapy
	Physical impairment	External services as needed

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 as part of pupil progress meetings, SEND parent meeting with class teacher each term and at Parents or carers evenings each term with parents or carers;
- Reviewing the impact of interventions each term as part of pupil progress meetings;
- Using pupil questionnaires;
- Monitoring and quality assurance by the SENDCO;
- Using provision maps to measure progress;
- Holding an annual review if they have an education, health and care plan (EHCP).

How will the school resources be secured for my child?

Most children with special educational needs are successfully included in school with reasonable adjustments. For children with complex needs, inclusion funding can be applied for to enhance the provision to support the inclusion of these children.

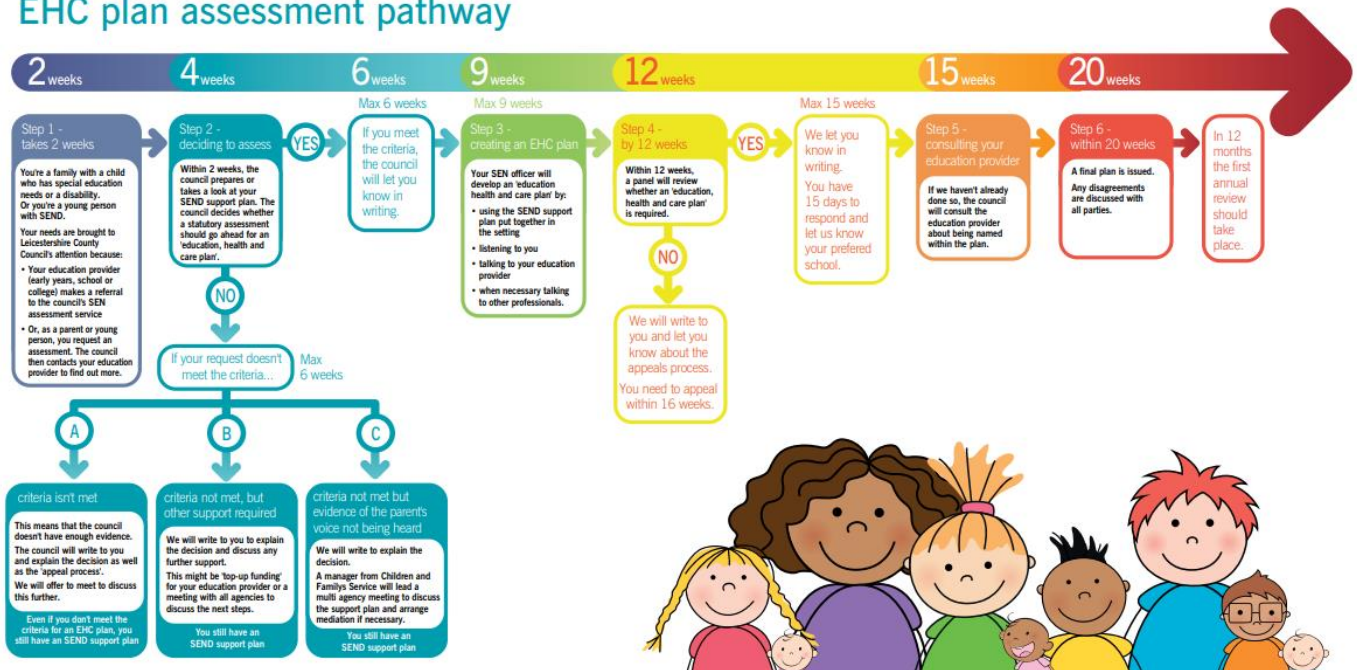
It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- SEN funding
- 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. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

This could be short-term with Special Educational Needs Intervention Funding (SENI) or with an Education Health Care Plan (EHCP).

EHC plan assessment pathway



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

Pupils across the school have access to a wide offer of enrichment opportunities. The curriculum in all subjects is enhanced by a programme of educational visits and/or workshops including extra-curricular clubs as well as educational visits and/or residentials. 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 able to represent the school at sporting events and are encouraged to go on our residential trip in Year 6.

We have a variety of pupil leadership roles including:

- School councilors
- Reading Ambassadors (Burbage Junior School)
- Play Leaders
- Road Safety Leaders (Burbage Junior School)
- Eco Rep

All pupils, are entitled to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. As a school we ensure that pupils remain actively engaged with their peers and the wider life of the school. 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 that they can be included.

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

If there are more applications for a place than there are places available within the school's admission number, places will be allocated in accordance with the following criteria and in the order shown below:

All children with an Education Health and Care Plan that name the school will be admitted before all other applicants.

The Priority criteria for Leicestershire 'maintained schools' is set out below:

1st Children who are looked after and those children who were previously looked after children.

2nd Pupils who live in the catchment area at point of application.

3rd Sibling, where there is sibling attending the requested school and will still be attending the requested school at point of entry.

4th Pupils who have a serious medical condition or exceptional social or domestic needs that make it essential they attend the school requested. (Professional documentation confirming the situation must be submitted with the application.)

5th Pupils with a sibling attending the Linked Junior School.

6th Pupils living nearest to the school measured in a straight-line distance (home to school front gate).

The admissions policy can be found here

<https://www.leicestershire.gov.uk/sites/default/files/2023-03/LCC-Admissions-Policy-2024-25.pdf>

How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

We aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to

the curriculum and to enable full participation in the school community for pupils, and prospective pupils with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and recognizes its duty under the Equality Act to:

- Not discriminate against disabled pupils in their admissions and exclusions, and provides of education and associated services;
- Not to treat disabled pupils less favorably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan.

The school also recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' or carers' and child's right to confidentiality. The full accessibility plan can be found on our website.

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

At Burbage Junior School, we have a range of mental health and wellbeing provisions available to learners throughout the school. We carefully monitor, evaluate and plan the development of provision. The school Mental Health Lead is Vicky Lucas (SENDCO).

Pupil progress meetings centre around the progress and wellbeing of all pupils. Each year group team meets with the Executive Headteacher, Deputy Headteacher and the SENDCO to discuss the individual needs, wellbeing, attendance, progress and effectiveness of provision for each pupil. This ensures that we identify who needs an intervention to maximise progress. We review the impact of interventions and identify targeted support for barriers to learning to ensure all pupils make progress from their individual starting point.

Burbage Juniors is a Thrive school. This means we have whole school approach to mental health and wellbeing and it is a collaborative effort to improve outcomes for children. It involves identifying and addressing the needs of pupils and creating an environment that removes barriers to learning. Thrive is a systematic approach to the early identification of emotional developmental need in children so that differentiated provision can be put in place quickly by the adults working most closely with the child. The Thrive Approach helps children who are, temporarily or more permanently, restless, withdrawn or underachieving as well as those with attachment issues or challenging and disruptive behaviours.

Thrive teaches the understanding of children's behaviour as communication, improves learning skills and leads to greater attainment.

- It promotes productive learning for all children;
- It creates practical strategies that can be implemented the next day;
- It supports and empowers, providing the confidence and competence to work with challenging and vulnerable children, and with parents or carers and integrated teams;
- It leads to better relationships at home and in school;
- The Approach is targeted, rigorous and measured.

What support will be available for my child as they transition between classes or settings?

Between years

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

- Create Pupil Passports to identify strengths and what helps them to learn with your child (if needed) to share with their new teacher;
- Pupils with an EHCP, ASD, and SEMH will be given a 'Welcome to Year x' booklet to support changes;
- Your child's class teacher will share information with their new teacher and write the Autumn Term Individual Education Plan for your child.

Between schools

- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting;
- Create Pupil Passports to identify strengths and what helps them to learn with your child (if needed) to share with their new teacher;
- Share SEND information with the new school and the SENDCO.

Moving to Secondary

- The SENDCO of the secondary school may meet with our SENDCO. They will discuss the needs of all the children who are receiving SEND support;
- SEND information will be given to the new secondary school;
- Your child's class teachers will ensure social needs and SEND needs are considered;
- Class teachers will meet with teachers from the secondary schools and discuss the needs of all children who are receiving SEND support.
- Pupils (if needed) will be prepared for the transition by:
 - Practising with a secondary school timetable;
 - Learning how to get organised independently;
 - Plugging any gaps in knowledge;
 - Specific transition support for children with ASD delivered by Complex Communication Team in the summer term;

- Specific transition support for children with speech and language needs delivered by Pepper Therapy in the summer term;
- Small group transition work for identified children with the learning mentor.

What support is in place for looked-after and previously looked-after children with SEND?

Mrs Philippa Jesson (SENDCO) is the designated teacher for looked-after children and previously looked-after children at Burbage Infants.

Mrs Vicky Lucas (SENDCO) is the designated teacher for looked-after children and previously looked-after children at Burbage Junior School.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

PEP targets are reviewed and new targets set each term. As a school, we use Provision Map which allows parents and carers to easily see their child's PEP targets. To enable either of these actions, parents and carers are provided with a URL and the unique Access code for their child by their child's class teacher.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the Executive Headteacher in the first instance. They will then be referred to the school's complaints policy.

We are committed to ensuring that all students are provided with the best education possible and that the school works in a productive and positive partnership with all parents and carers. However, if a parent or carer feels that a situation has arisen that they are unhappy about then they have a right to make a complaint. Any and every complaint made will be taken seriously and dealt with swiftly and professionally.

The school's complaints policy can be found on the website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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 discriminated against your child because of their SEND, 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>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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.

To see what support is available to you locally, have a look at local offer here <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>



Our local special educational needs and disabilities information advice and support services (SEND DIASS) organisations is: <https://sendiassleicestershire.org.uk/>



National charities that offer information and support to families of children with SEND are:

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

› [Special Needs Jungle](#)

Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- › **Differentiation** – 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.
- › **EHC plan** – an education, health and care 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.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND 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
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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 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
- › **SEND Information Report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Our SEN report is a working document. Following consultation meetings with parents and carers we will make changes based on suggestions.

If you have any other ideas for improvement, please contact the school office.