



Burnwood Primary Academy

SEN Information Report

(September 2025)

In-School Support Contacts



Miss K Bowyer
(Assistant Headteacher / Inclusion Leader & SENCO)
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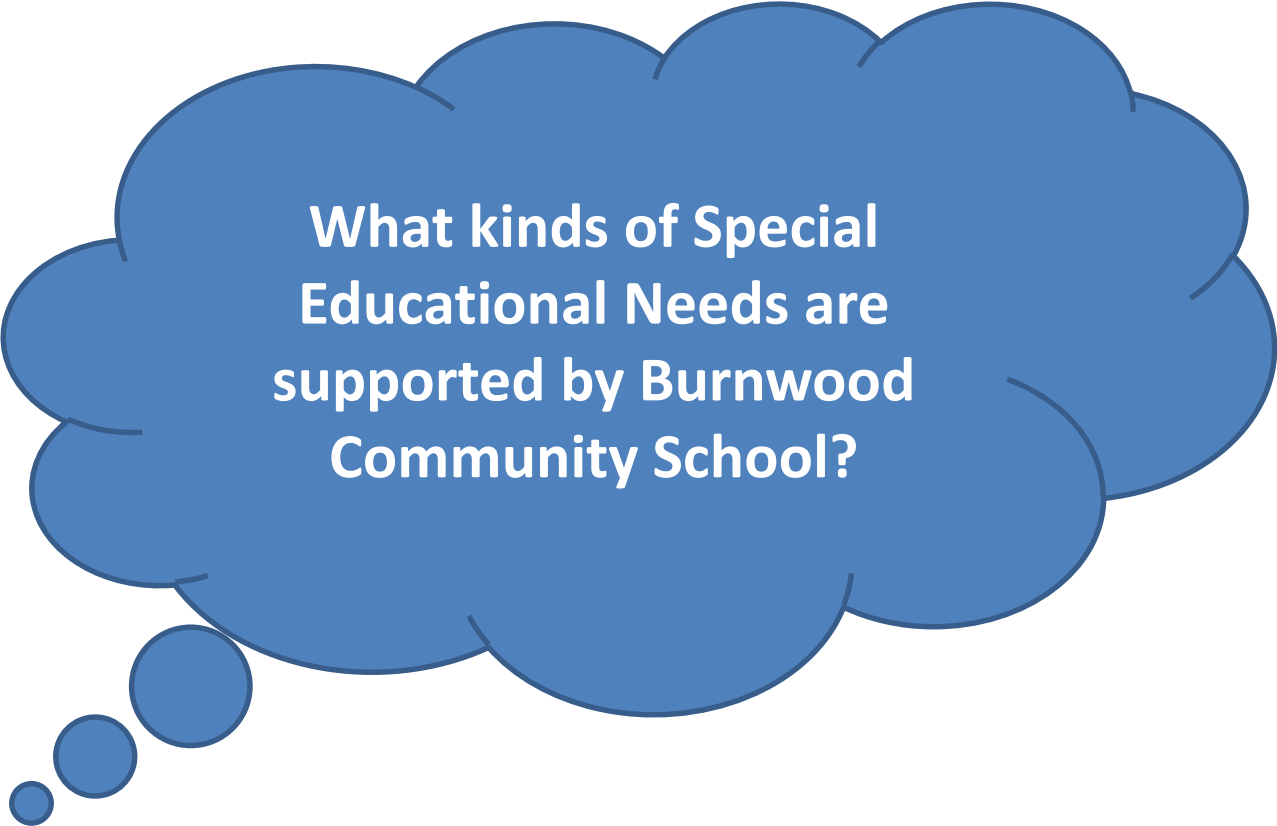
Miss T Hall (Mental Health & Wellbeing Leader)



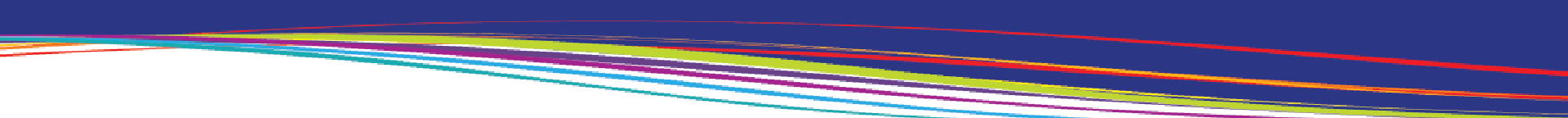
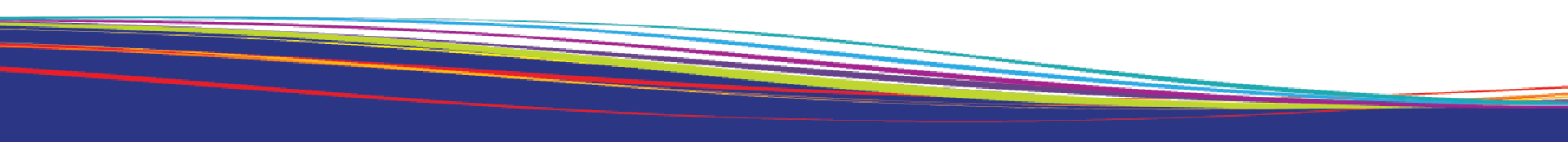
Mrs Wendy Bryan (Home School Link Worker)

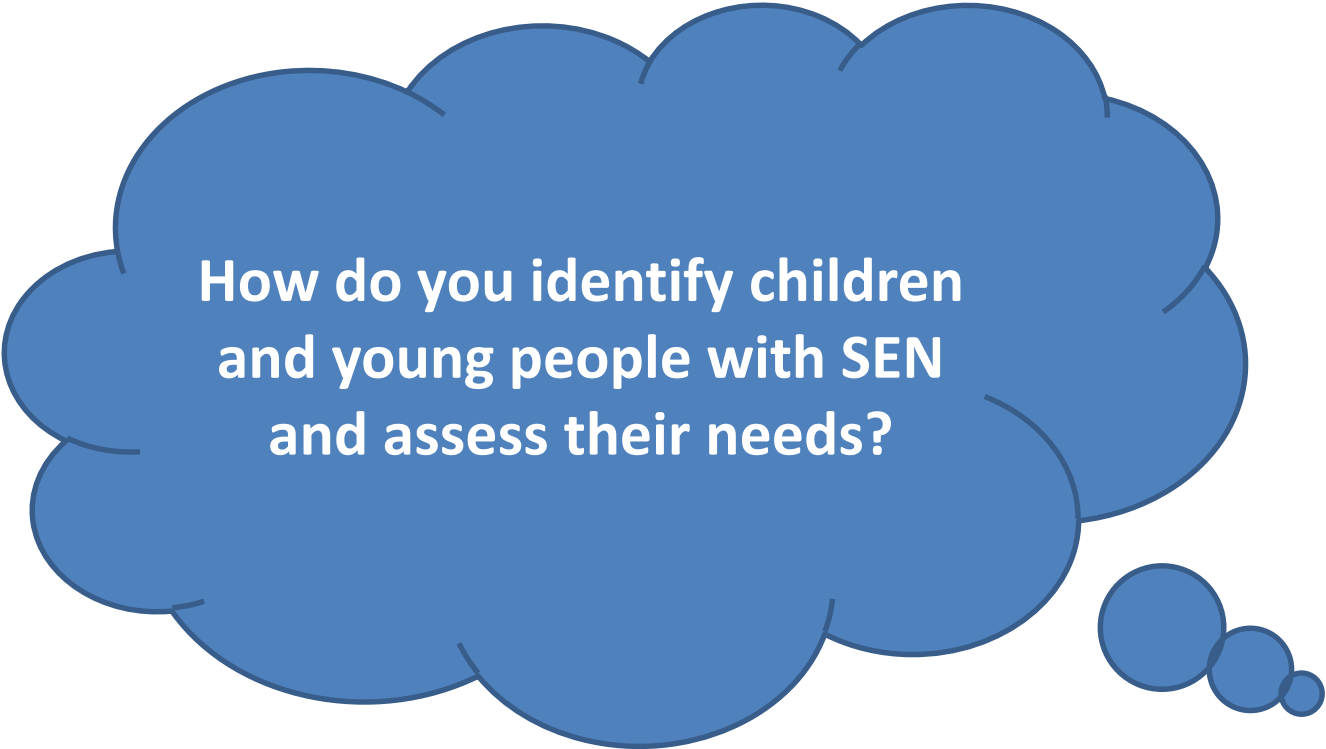


Mr W Rawson (Pastoral Leader)
Mrs K Neild (Behaviour Support Assistant)

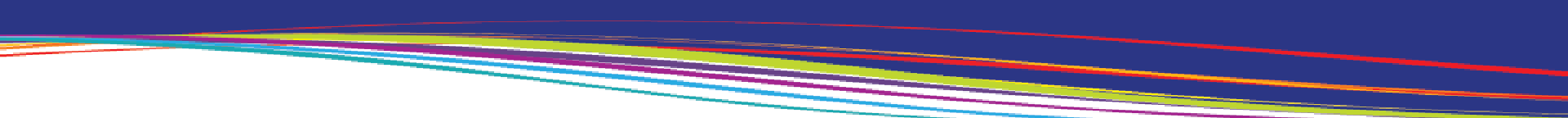


**What kinds of Special
Educational Needs are
supported by Burnwood
Community School?**

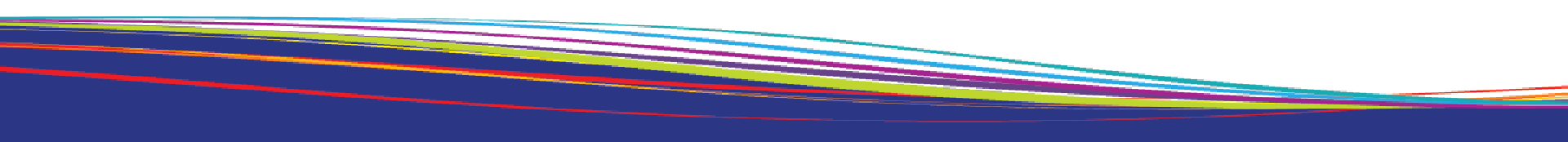
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- **Communication and Interaction** – Children and young people with speech, language and communication needs (SLCN) who may experience difficulty when communicating with others.
 - **Cognition and Learning** – Support for children who are experiencing some difficulties with their learning and who may require additional support or intervention. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all curriculum areas and specific learning difficulties (SpLD) e.g dyslexia, dyscalculia and dyspraxia.
 - **Social, Emotional and Mental Health** – Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.
 - **Sensory and Physical Needs** – Some children and young people require special educational provision because they have a disability. We support children who have visual, hearing and/or physical disabilities.
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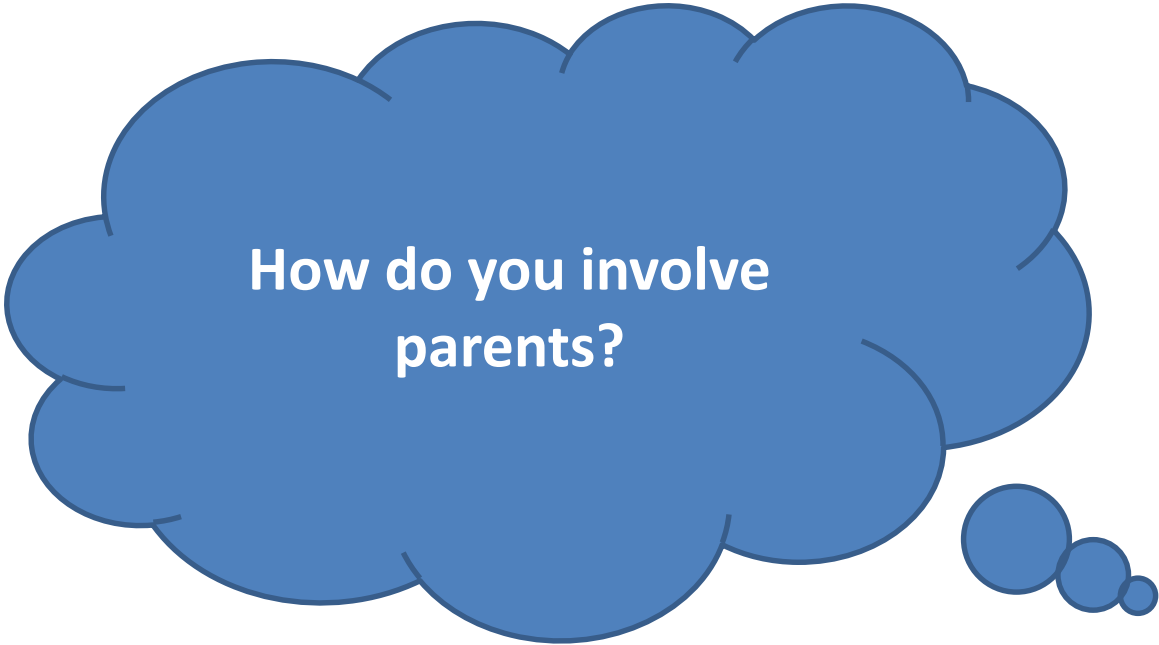


**How do you identify children
and young people with SEN
and assess their needs?**



Our school procedure for identifying pupils with special educational needs and/or disabilities include:

- ✿ Liaising with partnership schools and settings to gain information about the child's previous educational experience.
 - ✿ Using information from health care professionals including the school nurse, health visitors, paediatricians, speech and language therapists, occupational therapists, physiotherapists and the educational psychologist.
 - ✿ Using specific assessment tools and screening tests.
 - ✿ Using information from teachers as part of our assessment procedures.
 - ✿ Using standardised tests, observations and discussions between staff in phase meetings.
 - ✿ Listening to and acting upon parental comments and concerns.
 - ✿ Listening to concerns expressed by the pupil themselves.
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**How do you involve
parents?**

Class teachers meet with parents termly to discuss and review their child's progress and to share the targets on their Pupil Passport. This is an opportunity for parents to discuss the provision that school provides as well as identifying ways in which they can support their child's development at home. The school operates an 'open door' policy and parents are encouraged to contact the school and /or class teacher, if they wish to discuss their child's development further. Parental reports are provided to parents or carers and home school diaries can be requested if necessary.

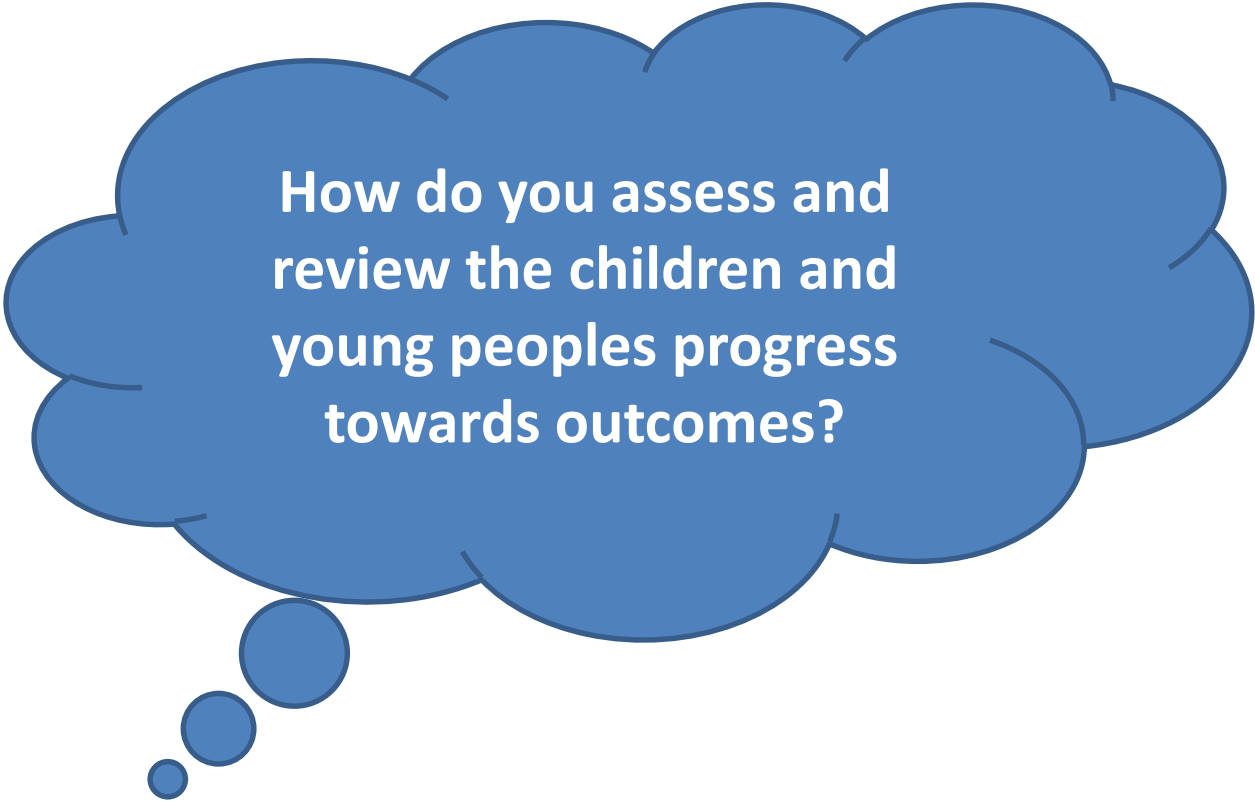




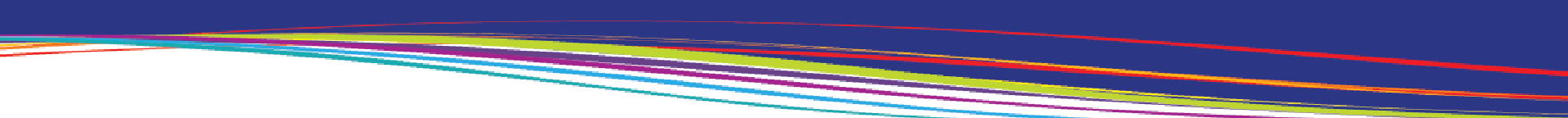
**How do you involve
the children?**

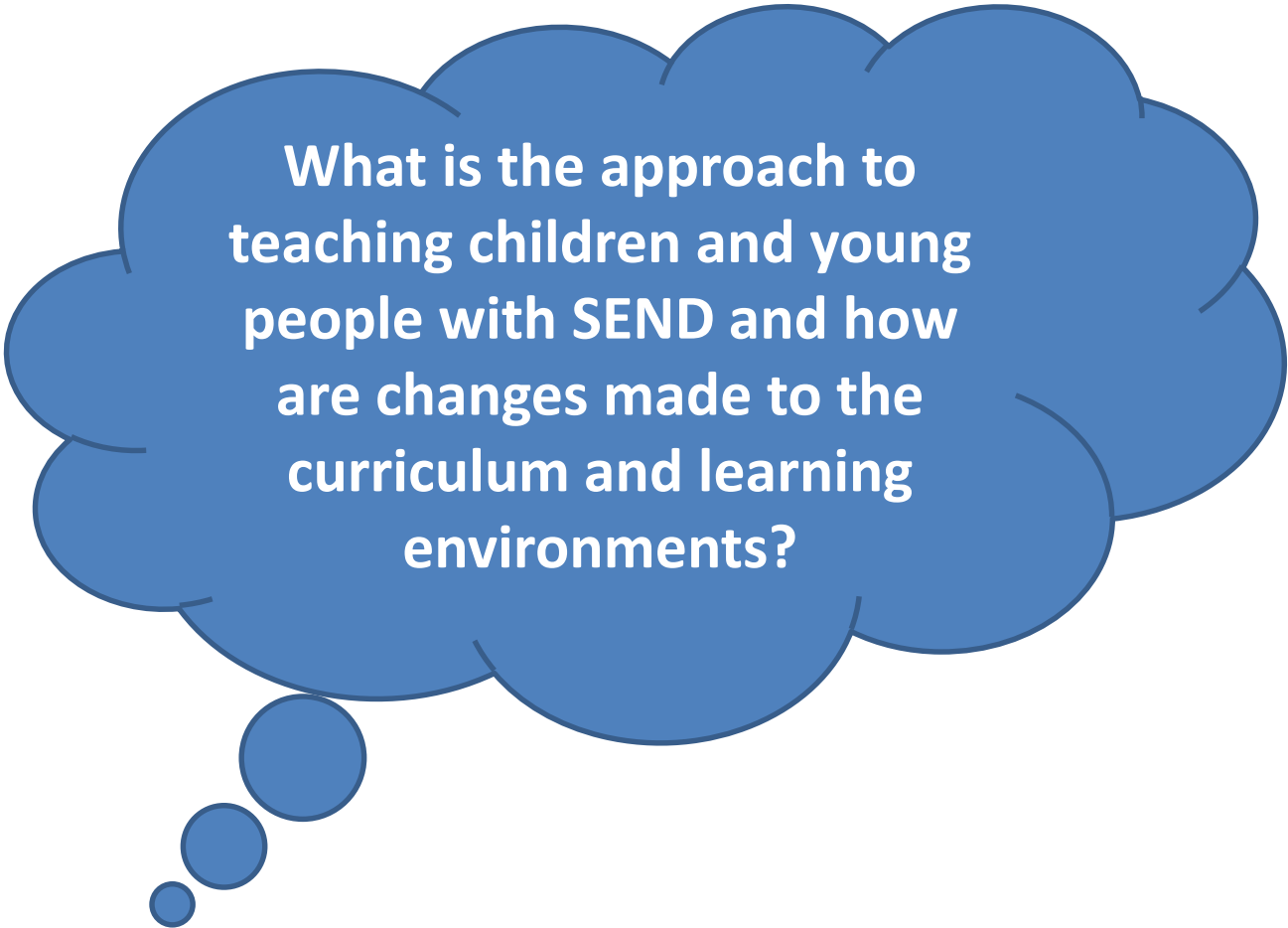


- All children are involved in identifying achievable targets for their Pupil Passports. Child voice is also recorded when reviewing progress made towards Pupil Passport targets and as part of the statutory Education and Health Care Plan application & annual review process.
- Ongoing feedback is also provided to the children. If a child is receiving support from an outside agency, they will have direct contact with the specialist who will provide them, the school and parent with advice.

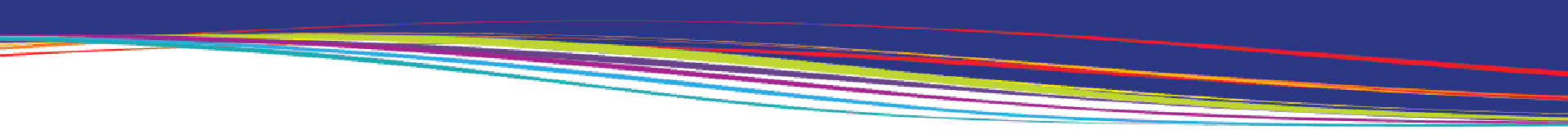


**How do you assess and
review the children and
young peoples progress
towards outcomes?**

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- Termly assessments are completed as well as weekly records of achievement which are linked to the child's Pupil Passport. These weekly records will also provide information for the class teacher and SENCo which inform their planning. Children also complete a range of standardised tests twice a year that lead to a programme of personalised learning.
 - To support the children's transfer between year groups, additional transition events help their preparation for their new class and introduce them to their new teacher. In addition, children who are transferring to high school attend transitional visits to help them settle in to life at their new school and to promote independence in preparation for adulthood.



**What is the approach to
teaching children and young
people with SEND and how
are changes made to the
curriculum and learning
environments?**

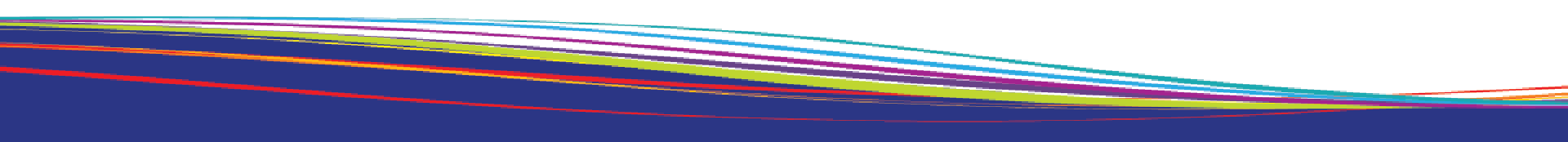


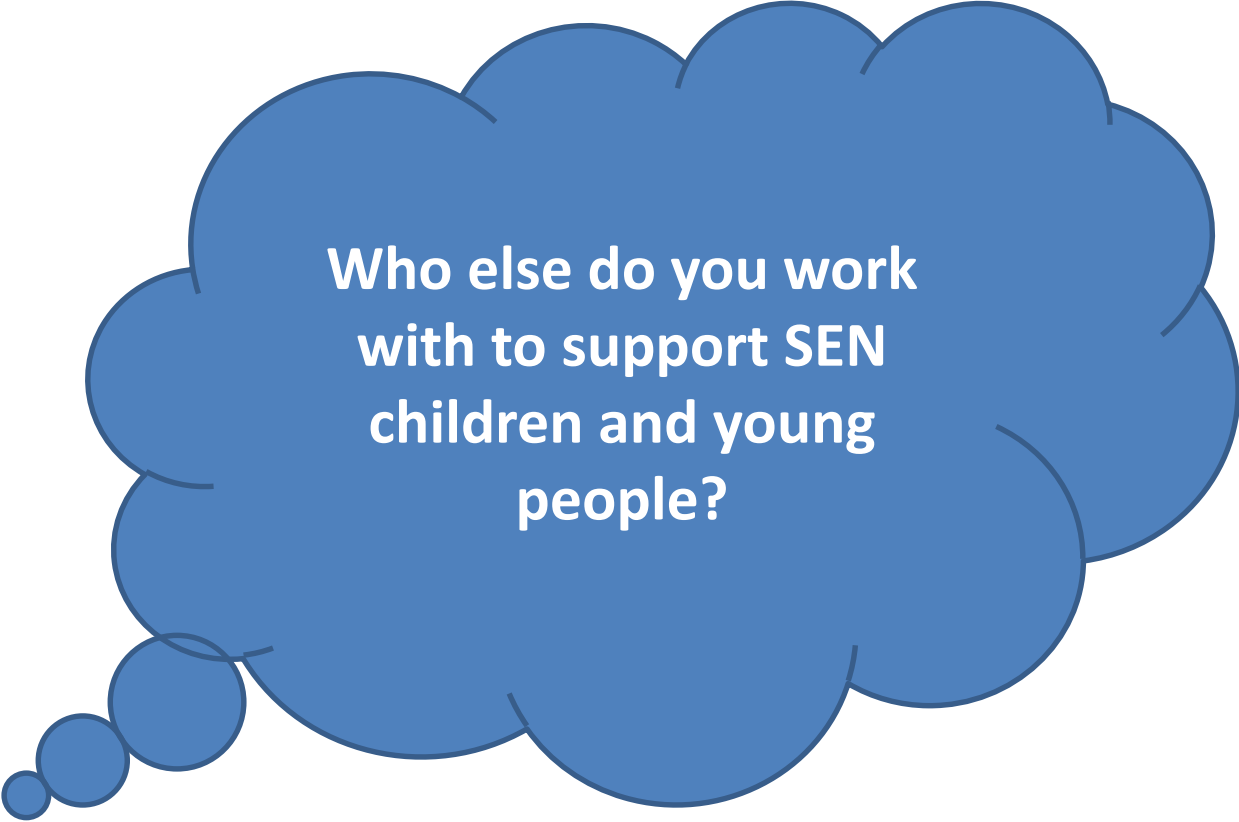
We are a nurturing school and follow the six principles of Nurture;

- Children's learning is understood developmentally
- The classroom offers a safe environment
- Understand the importance of nurture to develop self esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

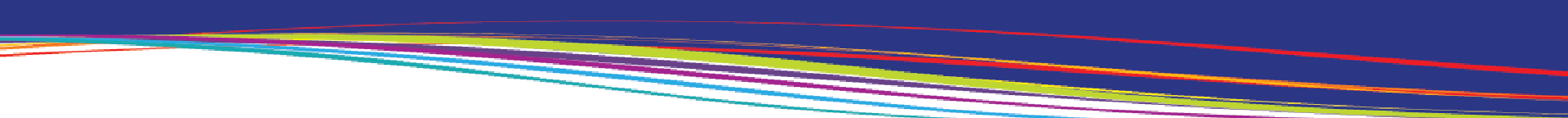
We promote independence and help children to prepare for the next stage of their education as well teaching life skills. All children receive "quality first teaching" which is regularly monitored through lesson observations as well as termly progress meetings. The SENCo and teacher can plan and discuss the necessary support with the parent/carer. We also report to governors who look at support and resources on a termly basis. Our behaviour support team work with children and encourage social and emotional development.

Personalised learning is identified through our assessments and by also using advice received from outside agencies. Parent's advice will also be sought and class teachers carefully adapt learning to meet the children's individual needs. Support staff are used to enhance learning and to deliver specific interventions. Individual adaptations are made to lessons and activities where required to ensure that all children are fully included.





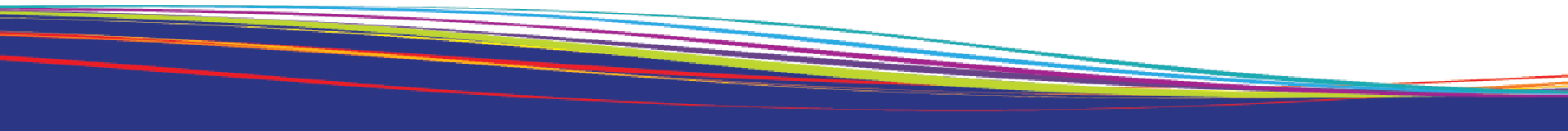
**Who else do you work
with to support SEN
children and young
people?**

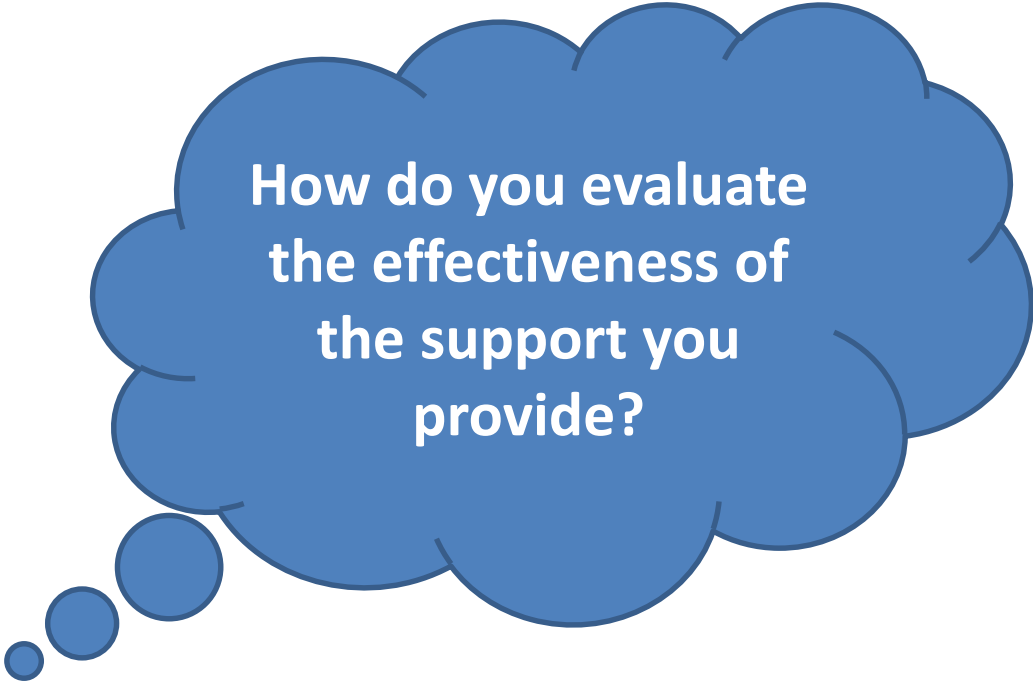


The school uses the following services:

- Early Years Inclusive Learning Service – 01782 232292 / 01782 231285
- Inclusive Learning Service: SEND Service Team – 01782 232538
- Inclusive Learning Service: Sensory Team – 01782 232245
- Shine Bright Educational Psychology - shinebrightedpsych@gmail.com
- Fieldfare Educational Psychology - admin@fieldfarepsychology.co.uk
- SEN Monitoring & Assessment Service (SENMAS) - 01782 231863
- Speech and Language Therapy Service (Northern Division) – 01782 234481
- Our Health 5-19 School Nursing Hub – 0300 124 0362
- North Staffordshire Combined Healthcare – 0300 123 0907 (Option 1)
- SENDIASS – 01782 234847

Burnwood Primary Academy ensures that all staff have access to a rigorous continuing professional development programme (CPD) to develop their knowledge, skills and understanding. This training is both school based and led by external agencies.

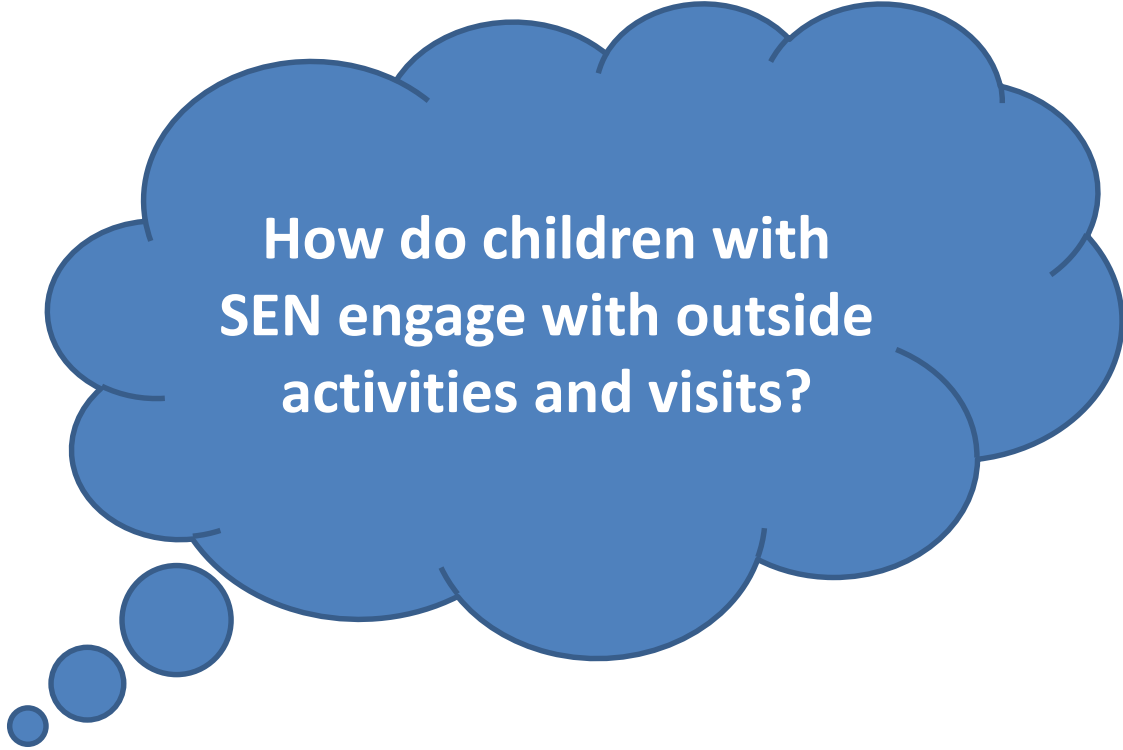




**How do you evaluate
the effectiveness of
the support you
provide?**

The effectiveness of the provision is evaluated by tracking your child's progress across all the curriculum areas and across year groups. Individual and small group interventions are carefully monitored and termly progress meetings are held between class teachers and the school leadership team. This is an opportunity for the leadership team to discuss each child's development, to review the provision that is in place and to identify if/what further support is required.

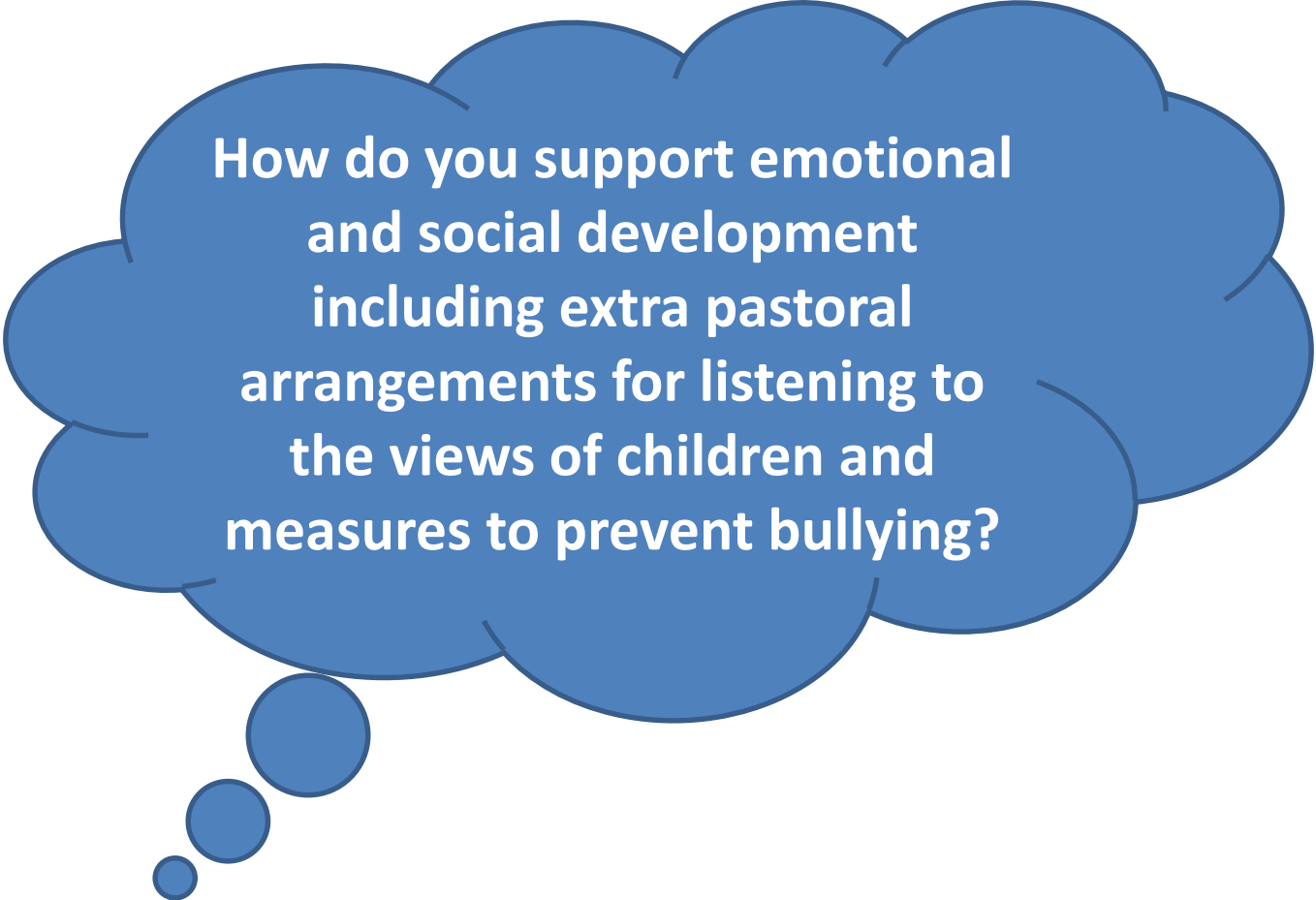




**How do children with
SEN engage with outside
activities and visits?**

We are a fully inclusive school and all children are included on school visits. Risk assessments are carried out and parents are kept informed of visits. Our school is fully wheelchair accessible. There are adapted toilet facilities and any future building developments are designed to be fully accessible. Within lessons, children have access to a range of equipment to support their learning. We include adaptations for children who speak English as an additional language. The school website is designed so that it can be translated in to many languages and the school has a translation programme so that we can communicate with all parents. Other opportunities to contact school include telephone, direct messaging through class dojo and email.





**How do you support emotional
and social development
including extra pastoral
arrangements for listening to
the views of children and
measures to prevent bullying?**



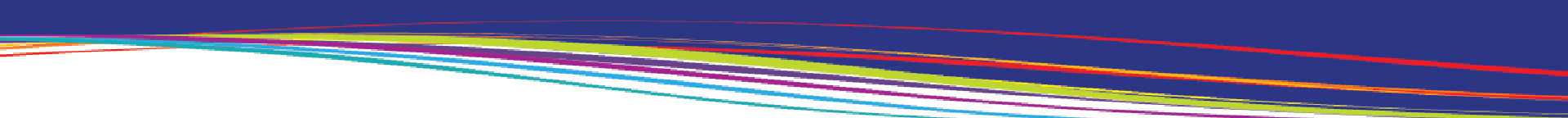
- We are a nurturing school and follow the six principles of Nurture. Pupils social and emotional needs can be assessed using the Boxall Profile and carefully selected appropriate targets can be used on the Pupil Passport. We are fortunate to have two full time behaviour support staff who offer a wide range of support both in the classroom and through the delivery of carefully selected SEMH interventions.
- Each classroom has a self-regulation station where the pupils are encourage to identify their zone of emotional regulation each morning. Staff will then respond to any individuals who identify as being in a 'zone' of concern. Additional wellbeing check-in's and meet and greet procedures can also be arranged for those who require enhanced support.
- Additional lunchtime provision is provided for those who need it through 'lunch club'



- Please refer to our Accessibility Plan, via our policies page for information on;
- The admission arrangements for disabled pupils
- Steps taken to prevent disabled pupils to be treated less favourably
- Facilities school provides to help disabled pupils to access the school
- Increasing the extend to which disabled pupils can participate in the schools curriculum
- Improving the physical environment of the school to enable disabled pupils to take advantage of all service offered by the school
- Improving the delivery of information to ensure that it is readily accessible to disabled pupils.



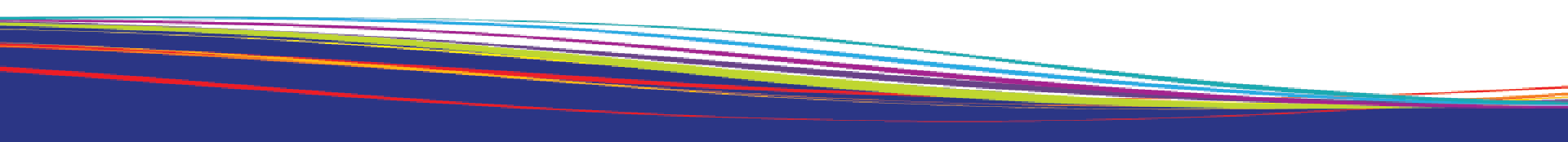
**How does school involve
other bodies, including
health social care, local
authority support services
and voluntary sector
organisations.**



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**What if I wanted to
make a complaint?**

- If you have any concerns about the provision made for your child you should in the first instance discuss this with your child's class teacher.
- If you still require further clarification, a discussion with the SENCo can be arranged, who will work in collaboration with the class teacher.
- If you feel that situation has still not been resolved, an appointment with the Head Teacher can be arranged.
- Parents can also receive support from the SENDIASS service (*formerly Parent Partnership*).

