SEND Information Report
Burnwood Primary Academy

Introduction

At Burnwood Primary Academy we are committed to ensuring that every child achieves and thrives through a fully inclusive, ambitious and nurturing educational experience. Our approach is underpinned by the principles of the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, and reflects the priorities outlined within the Government's 2026 Schools White Paper *Every Child Achieving and Thriving*.

We are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are fully included, participate successfully in school life, and achieve positive outcomes academically, socially and emotionally.

This report explains how our academy identifies, supports and meets the needs of pupils with SEND and complies with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Our Vision for Inclusion

We believe that:

- Every child is entitled to a broad, balanced and ambitious curriculum.
- High-quality teaching is the first response to meeting additional needs.
- Inclusion is everyone's responsibility.
- Early identification and intervention improve outcomes.
- Families and children are partners in decision-making.
- Differences are respected, valued and celebrated.
- Effective inclusion contributes to high attendance, strong wellbeing and excellent achievement for all.

This reflects the national ambition for schools to move from "side-lined to included" by ensuring that all children, including those with SEND, belong, participate and thrive in their local school community.

The Kinds of SEND We Provide For

The academy supports pupils across all four areas of need identified within the SEND Code of Practice:

1. Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication difficulties

2. Cognition and Learning

Including:

- Specific Learning Difficulties (SpLD)
- Dyslexia
- Dyscalculia
- Developmental Language Disorder
- Moderate Learning Difficulties

3. Social, Emotional and Mental Health

Including:

- Anxiety
- Attachment difficulties
- ADHD
- Trauma-related needs
- Emotional regulation needs

4. Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs
- Sensory processing differences

Identifying Pupils with SEND

We adopt a graduated and evidence-informed approach to identification.
Pupils may be identified through:

- Teacher observations
- Assessment and progress data
- Wellbeing indicators
- Attendance patterns
- Behaviour monitoring
- Parent/carer concerns
- Pupil voice
- Medical information
- Specialist reports
- Previous educational settings

We recognise that some pupils may require additional support at different points in their educational journey. Identification is never based solely on attainment data but considers the whole child.

Consulting and Involving Pupils and Parents

Partnership with families is central to effective SEND provision.
Parents and carers are involved through:

- Admission meetings
- Review meetings
- Individual support planning
- EHCP annual reviews
- Parent consultations
- Multi-agency meetings
- Regular home-school communication

Pupil voice is gathered through:

- One-page profiles
- Pupil interviews
- Review meetings
- Learning conversations
- Inclusion surveys

Children are encouraged to contribute to decisions about their support and future aspirations wherever appropriate.

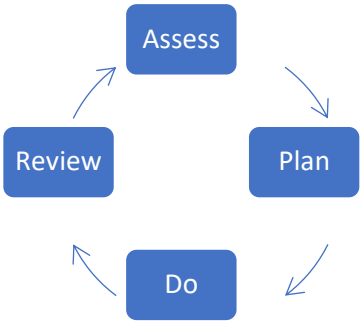
Assessing and Reviewing Progress

We use the Assess-Plan-Do-Review cycle outlined within the SEND Code of Practice.

Assess

We gather information through:

- Teacher assessments
- Standardised assessments
- Professional observations
- Specialist evaluations
- Family contributions



Plan

Targets and support strategies are agreed collaboratively.

Do

Interventions and adaptations are delivered by trained staff.

Review

Impact is evaluated regularly and adjustments are made as necessary.
Formal reviews are typically held termly, with more frequent monitoring where required.

Our Approach to Teaching Pupils with SEND

Our primary approach is Quality First Teaching.
Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Adaptive teaching may include:

- Scaffolded learning
- Visual supports
- Pre-teaching and overlearning
- Explicit instruction
- Flexible grouping
- Reduced cognitive load
- Assistive technology
- Alternative recording methods
- Sensory adaptations

In line with emerging national expectations, we seek to remove barriers to learning rather than create separate learning experiences wherever possible.

Additional SEND Support

Where high-quality teaching alone is insufficient, targeted interventions may include:

- Speech and language programmes
- Phonics interventions
- Reading support
- Precision teaching
- Emotional literacy programmes
- Social skills groups
- Occupational therapy recommendations
- Sensory regulation support
- Nurture provision
- Attendance support

Interventions are monitored for effectiveness and adjusted according to pupil outcomes.

Education, Health and Care Plans (EHCPs)

For pupils with an EHCP:

- Provision is delivered in accordance with statutory requirements.
- Outcomes are reviewed regularly.
- Annual Reviews are completed within statutory timescales.
- The academy works closely with the Local Authority and partner agencies.
- Progress towards EHCP outcomes is monitored throughout the year.

Supporting Social, Emotional and Mental Health

We recognise that wellbeing significantly influences learning and achievement. Support may include:

- Pastoral support
- Emotional wellbeing programmes
- Therapeutic interventions
- Positive behaviour support
- Trusted adult systems
- Family support referrals

The academy promotes:

- Positive relationships

- Emotional literacy
- Resilience
- Belonging
- Inclusion

These priorities align closely with the emphasis on attendance, engagement and belonging within current national education reforms.

Working with External Agencies

The academy collaborates with:

- Schools Early Years Forum
- Inclusive Learning Service
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Paediatric Services
- CAMHS
- Hearing and Visual Impairment Teams
- Autism Outreach Services
- Social Care
- Early Help Services

Multi-agency working ensures that support is coherent and responsive to individual needs.

Staff Expertise and Training

We are committed to developing staff expertise through ongoing professional development.
Training may include:

- SEND Code of Practice
- Autism awareness
- ADHD
- Dyslexia
- Speech and language needs
- Mental health and wellbeing

- Sensory needs
- Adaptive teaching
- Inclusive classroom practice
- Positive behaviour support

The SENDCo holds the National Award for SEN Coordination in accordance with statutory requirements.

Accessibility

The academy is committed to ensuring accessibility for all.
Our Accessibility Plan addresses:

Physical Environment

- Accessible entrances
- Adapted facilities
- Risk assessments as required

Curriculum Access

- Differentiated resources
- Assistive technology
- Alternative communication systems

Information Access

- Accessible formats
- Translation support where required
- Clear communication systems

Supporting Transitions

We recognise that transitions can be particularly significant for pupils with SEND.
Support may include:

Entry into School

- Enhanced visits
- Parent meetings
- Information sharing with previous settings

Between Year Groups

- Transition plans
- Additional visits
- Social stories
- Pupil profiles

Transfer to Secondary School

- Early planning
- Enhanced transition programmes
- Additional visits
- Multi-agency meetings
- Transfer of records

Evaluating the Effectiveness of SEND Provision

The effectiveness of provision is evaluated through:

- Progress and attainment data
- Attendance data
- Behaviour data
- Pupil voice
- Parent feedback
- Provision reviews
- Intervention impact analysis
- EHCP outcomes
- Governor monitoring

Governors receive regular reports on SEND provision and outcomes.

Inclusion and Ofsted

The academy's SEND strategy reflects the increased national emphasis on inclusion, belonging and equitable outcomes. Inspection expectations place significant focus on how effectively schools identify needs, remove barriers, support attendance, secure achievement and ensure that pupils with SEND fully participate in school life.

We therefore monitor:

- Achievement
- Attendance
- Participation

- Wellbeing
- Personal development
- Preparation for future success

for all pupils, including those with SEND.

Complaints About SEND Provision

Parents or carers with concerns should initially contact:
Class Teacher
followed by:
SENDCo
and if necessary:
Headteacher
Formal complaints may then be pursued through the academy's Complaints Policy. Information regarding mediation and SEND Tribunal services can be obtained through the Local Authority SEND Information, Advice and Support Service (SENDIASS).

Key Contacts

SENDCo: Miss K Bowyer
Telephone: 01782 235577
Email: Kbowyer@burnwoodprimary.co.uk
Head Teacher: Mrs E Wickham
Chair of Governors: Mr T Simm

Local Offer

Further information regarding services available for children and young people with SEND can be found through the Local Authority Local Offer:
https://localoffer.stoke.gov.uk/

This report has been produced in accordance with the SEND Code of Practice (2015), the Children and Families Act 2014, the Equality Act 2010, current Ofsted inspection expectations, and the strategic direction set out in the Department for Education White Paper Every Child Achieving and Thriving (2026).