



Burford School and Nursery

Enjoy, Achieve, Succeed Together

**Special Educational Needs and/or Disability (SEND)
Information Annual Report
May 2025**

Date policy adopted by Governing Body: May 2025	Date of next review: May 2026
This policy will be subject to review every year by the Governing Body or more frequently in the light of changes in legislation	

Burford School, like all mainstream primary schools, is required by law to produce this SEND Report on an annual basis.

Burford School is a welcoming and inclusive school set in the heart of its local community. Learning is the purpose of the whole school and is a shared commitment. At Burford School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Burford School believes that all pupils should receive a broad and balanced curriculum, relevant to their individual needs. To achieve this, we have adopted an Inclusive Quality First Teaching (IQFT) approach to delivering our curriculum. This is supported by using different methods and tools to present learning opportunities to children and carefully scaffold their learning to match individual needs. Whilst we aim to reduce the need for specialist support, Burford School recognises that there will still be some children that need additional or different provision to be able to access an inclusive education. This annual report is written to reflect Burford School's SEND Policy and complies with

the SEND Code of Practice 2015, the Children and Families Act 2014, Equality Act 2010 and Education Act 2011.

All policies referred to throughout this document are available on our school website.

Pupils with medical needs

If a pupil has an additional medical need(s), a detailed Health Care Plan will be compiled in consultation with parents/carers and health professionals (if required). These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

For children with Education, Health Care Plans (EHCPs), as part of the Annual Review process, parents/carers are required to complete a Parental Health Response form to update the school and the local authority on any medical and healthcare needs.

Identification, Assessment and Review

Burford School follows the guidance of the SEND Code of Practice 2015 (DfE/DoH) and Buckinghamshire Council's expectations of all settings, as outlined in their Graduated Approach and Ordinarily Available Provision (OAP) document, available at: <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/send-support-in-education/>

[accessed 14/05/2025]

The school carefully monitors the progress and attainment of all pupils and quickly identifies those not making adequate progress in line with expectations via the following methods:

- Changes in progress or behaviour
- Concerns raised by parent/carers of the child
- Feedback from classroom teachers
- Information from feeder nurseries and pre-schools passed onto Reception
- Speech and Language Link Assessment for all children in Reception for early identification of SALT needs
- Year 1 Phonics Screening Test
- Year 4 Multiplication Table Check
- Regular formative teacher assessments
- Summative teacher assessments and tests
- Termly pupil progress meetings with Assistant Headteachers and Class Teachers to analyse year groups' data
- Where relevant, liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teaching Service

All interventions and support offered to pupils are regularly monitored and evaluated by the SENDCo, and overseen by the Headteacher. Adjustments are then made accordingly. When a child does not make adequate progress after appropriate intervention and IQFT, concerns are raised by the teacher and discussed with the SENDCo. This enables closer monitoring to take place to aid the decision to seek professional advice in order to determine whether a child has a Special Educational Need or requires extra provision in addition to IQFT.

Effectiveness of provision for pupils with SEND is evaluated in the following ways:

- Observations of pupils, Teachers and Teaching Assistants (TAs)
- Regularly setting and reviewing targets
- Analysis of pupil progress data
- Comparing value-add data for pupils on the SEND register
- Liaison with parents/carers
- Liaison with outside professionals (where relevant)
- Monitoring of procedures and practice
- The number of children identified on the SEND register
- School self-evaluation processes
- Monitoring of procedures and practice by the SEND Governor

Approaches to Teaching

a) In Class Support

All pupils identified as having a SEN or disability are treated equally and are taught inclusively with their peers. Within lessons, it is the teacher's responsibility to differentiate learning as part of an inclusive, whole school teaching and learning approach.

Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. Support hours on a child's EHCP does not necessarily mean that the child is automatically entitled to 1:1 support in all lessons. Instead, funding is used flexibly to best meet the needs of the learner and all support is given with the aim to make the learner become more independent and take ownership of their learning.

For those pupils who do not have an EHCP, individual in-class support is not routinely offered, but when deemed necessary, this can be considered. If appropriate, pupils are included in relevant focus groups. Strategies to support pupils identified with SEND are included on their SEND Support Plan, or Individual Provision Map.

b) Interventions

Burford School has established a wide variety of additional interventions which can be used to support pupils. Where necessary, this additional support is provided through small groups or 1:1 interventions usually by a fully trained teacher, TA, a specialist teacher or an outside agency. Pupils are identified for interventions according to: the assessments discussed above, the progress they have made, recommendations by teachers/TAs and concerns raised by parents or outside agencies. Teachers evaluate the effectiveness of interventions following the Assess, Plan, Do, Review (APDR) cycle. Throughout this academic year, TAs have been trained on all of our interventions to ensure they are being used effectively throughout the school. This includes but is not limited to: TRUGS, Black Sheep Press, Colourful Semantics, Plus 1 and Power 2 maths programmes, Blank Level Questioning, Sensory Circuits and Precision Monitoring.

Access Arrangements (Exam Support)

When a pupil reaches Year 6, their data is analysed by the SENDCo and the Senior Leadership Team (SLT). If necessary, the child's performance in school, along with any SEND that the child may have, are reviewed to establish if access arrangements are required for their End of Key Stage SATs examinations. Examples of support are: a reader, prompter, extra time, movement breaks and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education by the Headteacher. The support a pupil may receive is dependent on the scores they receive in specified tests alongside a history of need. Where a pupil requires access arrangements to be made, they may need to be tested in a separate room away from the other pupils.

Grammar Schools and the Secondary Transfer Test

As the Secondary Transfer Tests are not compulsory, parents together with their child's Headteacher, should consider whether a child's specific Special Educational Needs would make them suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the Secondary Transfer Testing process.

All children with SEND are supported through the transfer process according to their individual needs. Advice is also provided by the SENDCo regarding suitable secondary schools and additional transition days can be arranged if appropriate.

Activities outside the Classroom Including School Trips

Burford School offers pupils a wide variety of extra-curricular activities including day and residential trips off site. We aim to support all pupils so that they have equal opportunities to enable them to attend trips, visits and take part in extra activities. Risk Assessments are completed for each trip and the needs of individual pupils are considered as part of this process. Reasonable adjustments will be made where necessary and a decision will then be reached by the Headteacher, supported by the SENDCo, in collaboration with parents and class teachers, to decide whether or not it is possible for the pupil to attend. The safety and wellbeing of all concerned has to be considered as part of this process.

Support Available for Improving the Emotional Wellbeing of Pupils with SEND

Burford School is committed to supporting all aspects of a child's well-being, including emotional wellbeing and resilience. The SENDCo organises courses for members of staff run by external agencies, including the LA, to ensure that the school is able to provide appropriate support as required for children and their parents. In addition, the school offers a variety of interventions to assist with this. These include: Social skills groups, Speech and Language therapy, Youth Mental Health First Aid, Emotional Literacy sessions and Drawing and Talking sessions.

Student Council, comprising of representatives from each class, meet on a regular basis to discuss pupil issues and needs. Year 6 Peer Mentors, who have been trained by Bucks Mind, are also available to all children including those who are identified as being vulnerable. Peer Mentors alongside our PSHE Jigsaw programme promote inclusivity and discourage/prevent discrimination and bullying (ref. Behaviour and PHSE and RSE Policy). Although not specific to SEND, pupils with these roles which encourage responsibility and the development of self-esteem, are open to any pupil who wishes to be considered.

Burford School's Designated Mental Health Leader/PSHE lead work closely with the SENDCo, school's ELSA (Emotional Literacy School Assistant) and a trained Youth Mental Health First Aider (YMHFA) to offer a tiered response to children who are struggling with their wellbeing.

Emotionally Based School Non-Attendance (EBSNA)

At Burford, if a child is affected by EBSNA, the SENDCo liaises with parents and outside agencies to begin the process of reintegration by creating a 'Return to School Plan'. This may include weekly home visits, as stated in the Attendance Policy.

We have commissioned an Alternative Provision to help reintegrate children affected by EBSNA. The children have attended this provision once a week, alongside tuition

through Aspire Medical provision. This provision is continually assessed to ensure it is effective and beneficial to the child.

Facilities and Equipment

Burford School has adapted its buildings to incorporate ramps and is therefore accessible by children with physical disability and those using wheelchairs.

Personal Emergency Evacuation Plans (PEEPS) are put in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

Specialist resources and equipment are purchased to support children with SEND when identified by staff or when recommended by specialist agencies, for example, the Hearing-Impaired Department.

Training

Staff at Burford School are trained and have a wide range of qualifications to enable them to support all pupils. They are supported by experienced TAs who also have expertise in a range of areas including:

- Supporting core subjects – English (inc. Dyslexia) and Maths
- Specialist support - Speech and Language, Occupational Therapy, Visual and Hearing Impairment, Attachment Disorder and Emotional Literacy
- Neurodiversity Support – Supporting children with Autism, Attention Deficit Hyperactivity Disorder

Through the monitoring and evaluation of SEND provision, the SENDCo and Senior Leadership Team identify the professional development needs of staff. Continued Professional Development (CPD), where appropriate, is closely linked to the School Development Plan and Appraisal Objectives and can either be school based or delivered through specialist agencies externally. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

Examples of training that has taken place within the last year include:

- Annual Keeping Children Safe in Education Training
- Access to Occupational and Speech and Language Therapy advice clinics
- Access to ASD Advice clinics
- Speech and Language Training, specifically around Selective Mutism and Developmental Language Disorder
- Occupational Therapy Training
- How to support children with hearing impairments including training on how to effectively use HI equipment
- Supporting Low Mood

- Supporting regulation
- ADHD Awareness
- The Use of the Tree of Life
- ASD and Mental Health
- Social interactions
- Specific learning difficulties including; Dyslexia
- Pathological Demand Avoidance

Where necessary, specialist training has been accessed through the Specialist Teaching Service. Individual staff have also had further, or more specific training, on how to support pupils with individual needs from specialists or through external training courses as per the Local Offer's OAP document.

Each week, a TA meeting is held where the staff are trained in supporting SEND Children. This has included but is not limited to; specific evidence-based interventions, supporting the bottom 20%, Occupational therapy, Dyslexia etc.

In September 2009, it became law for every new SENDCo in a mainstream school to gain the Master's level National Award for Special Educational Needs Co-ordinator: the Headteacher is a qualified SENDCo.

Consultation/Communication

Parents are important partners in their child's education. All parents are encouraged to discuss any concerns, issues or successes by arranging a meeting with the teacher at the earliest opportunity. The teacher may observe the child further and/or consult with other teachers and the SENDCo before feeding back to parents about their concerns and next steps. If, after consulting with the teacher, parents are still concerned then they are welcome to contact the SENDCo.

When a child transfers from one year to the next, records and plans are also transferred to the new teacher so that continuity is maintained. An internal transition programme is run for all SEND children in the second half of the summer term to prepare children and their parents of new routines and year group expectations. Parents/Carers of children with SEND are encouraged to arrange an appointment with the new teacher to assist in the handover. However, in the primary setting where children can develop or mature quite considerably over the summer, it is often preferable to wait until the new school year and give the child a chance to settle in the new environment and the teacher to have some observations to suggest or comment upon.

Parent/Teacher Consultation Evenings

In addition to the autumn and spring termly parents' evenings, parents of children with a SEND Support Plan are also invited to meet with teachers three times a year to discuss in more detail their child's learning and progress including areas in which they need extra support or additional challenge. A further opportunity to meet informally with teachers is available after publication of the End of Year Report in July.

Individual Provision Maps

Children who have been identified as needing extra provision outside of IQFT, and/or have a learning barrier, will be placed on an IPM. This plan outlines the learning barriers a child may have and details what provision is in place to best support the child. SMART targets are set and reviewed termly. Children also have the opportunity to share their views by completing the section 'All About Me'. This plan is shared with all adults involved in supporting the child to make progress, the child and the parents. It should be noted that IPMs are 'fluid' documents and therefore if additional support is no longer required, in consultation with the child's parents and SENDCo, the child's IPM may be discontinued.

SEND Support Plans

Children, who have been identified as having significant learning barrier(s), will have a SEND Support Plan. A SEND Support Plan outlines any special educational needs a pupil may have, strategies to support them in class and individual SMART targets, which have been set by their teachers. Children also have the opportunity to share their views by completing the section 'All About Me'. SEND Support Plans should be written in consultation with the parents and should also incorporate advice received from outside agencies. They are reviewed at least three times a year and, to achieve this, parents are invited to attend additional meetings. Updated SEND Support Plans are sent home to parents after each review.

EHCPs

If a pupil has long-term complex needs, they may have an Education Health Care Plan (EHCP). A formal review will take place each academic year at an Annual Review. Parents and any agencies involved with the pupil will be invited to this meeting to discuss progress and the provision which is in place. Pupils with an EHCP may also have a Multi-Agency Provision Plan (MAPP) to monitor short term targets which is reviewed regularly and shared with parents/carers.

Some pupils being supported individually by a TA may require more frequent communication with the parent/carer and it may be appropriate to use a communication diary.

If a child is in Year 5 with an EHCP, their Annual Review will also include a Phase Transfer Request, where parents will have the opportunity to request their preferred secondary setting. This is so the Local Authority can consult the relevant schools in the Autumn Term of Year 6. Once a secondary school has been named (by mid-February of Year 6), school will start an enhanced transition process with that school.

If a child is in Year 6 with an EHCP, school will invite the named secondary school to their Annual Review.

Pupil Involvement

All children at Burford School are encouraged to be involved in their learning. By completing the 'All About Me' section in their SEND Support Plan/EHC Plan or IPM they have the opportunity to:

- a) Share what they feel is important to them
- b) State how they would like to be supported
- c) Identify their strengths and qualities that are admired by others

All children with SEND are encouraged to participate in Pupil Voice sessions with the SENDCo to ensure their voice is heard and informs future practice, including at Annual Reviews.

Partnerships

a) Links with Other Schools

Strong links exist between Burford School, its feeder pre-schools and nurseries, other local primary schools and secondary schools. This includes the Marlow Liaison Group. Class teachers and TAs are encouraged to visit these, especially during the summer term, to meet and assess children who will transfer to the school in September. Staff from the pre-schools and nurseries are also invited to visit the Reception department. Where necessary, the SENDCo will also attend visits for children, who are already known to have SEND.

We also welcome the teachers and SENDCos from the Secondary Schools, to which our Year 6 pupils are transferring*, to meet children and Year 6 teachers to discuss pupils' achievements and needs. Observations may be made on request. SEND records and other relevant documents are passed on to pupils' new schools before September.

Please note that, for children with EHCPs, transition **preferences are stated at the pupil's Year 5 Annual Review and transition **arrangements are agreed** at the pupil's final Annual Review in Year 6 at Burford School.*

b) Links with Other Professionals

Close links are maintained with Support Services to ensure that the school makes appropriate provision for pupils with Special Educational Needs. Where it is necessary to contact external agencies, the SENDCo will make arrangements and consult with parents/carers accordingly. These agencies include, but are not limited to:

- Educational Psychologists
- Specialist Teaching Service
- Social Care
- Pupil Referral Unit
- NHS Services e.g. Physiotherapists, Paediatricians, School Nursing Service, CAMHS

Arrangements for complaints

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. If parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the matter is not resolved, please heed the GOV.UK advice, available at:

<https://www.gov.uk/complain-about-school/sen-complaints>

[accessed 14.05.2025]

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's Special Educational Needs Co-ordinator (SENDCo)
2. Follow the school's complaints procedure
3. Complain to your Local Authority

Key Contacts:

School

Address: Burford School, Marlow Bottom, Marlow, Bucks SL7 3PQ

Website: <https://www.burfordschool.co.uk/>

Telephone: 07598 250 888

Email: office@burfordschool.co.uk or sendco@burfordschool.co.uk

Headteacher: Mrs Tracey Marshall

Acting SENDCo: Miss Katie Fulbrook

Chair of Governors: Mrs Sally Hillyer

SEND Governor – Mr Bruce Watts

School link to the Buckinghamshire Local Offer:

Information for the Local Offer for Buckinghamshire is available at:

<https://familyinfo.buckinghamshire.gov.uk/send/>

[accessed 14.05.2025]

Alternatively, the Buckinghamshire Family Information Service (BFIS) can be contacted by phone or email. The BFIS is a free, impartial service providing information, advice, and guidance for young people, families and professionals.

Contact details:

Telephone: 01296 383 293

Email: familyinfo@buckinghamshire.gov.uk

The school's Educational, Health, Care Co-Ordinators (EHCCo), who oversee all EHCPs are Shannon Smyth (current EHCPs) and Rosie Boyce (new EHCPs) you can contact them via email:

Shannon Smyth: Shannon.Smyth@buckinghamshire.gov.uk

Rosie Boyce: Roseanna.Boyce@buckinghamshire.gov.uk