SEND information report

Welcome to Burton Bradstock School's Special Educational Needs and Disabilities (SEND) Information Report.

In this report, you can find the answers to questions about how we support our pupils with additional needs. If there are questions that are not answered here, please do get in touch with the school office where we will be happy to answer your queries.

Burton Bradstock School truly values the relationship between the school and its families; because of this, we do welcome any suggestions that you may have about SEND provision at our school.

Our school currently has 93 pupils on roll (Nursery - Y6). Of this, 16% are identified as having a SEND. Social, Emotional and Mental Health is our main area of need.

Schools use lots of letters when discussing SEND. A guide to some of the common acronyms can be found here.

Who are the contacts for SEND at Burton Bradstock School?

Your first contact should always be your child's class teacher.

The SENCO is **Heather Geraghty** and can be contacted by emailing send@burtonbradstockprimary.org . The interim headteacher is **Holly Varndell-Paulley** and can be contacted by phoning the school office on 01308 897369. The Local School Committee member for SEN is **Marion Stewart-Smith** who can be contacted by phoning the school office and asking for a message to be passed forwards.

What kinds of SEND does Burton Bradstock School support?

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

- **Communication and Interaction**, for example, autistic spectrum disorder, speech and language difficulties.
- **Cognition and Learning**, for example, dyslexia.
- **Social, Emotional and Mental Health** difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or Physical needs**, for example, visual or hearing impairment.

Pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

Below are some examples of the types of support available at Burton Bradstock School:

Types of Support Available for Children with SEND (and their families) at Burton Bradstock School	
Category of Need	Support available (dependent on the school's assessment of children's needs)
Communication and Interaction	● Support with the articulation of speech, transferring spoken sounds into their written form and vice-versa; ● Support with receptive language to build an understanding of vocabulary, phraseology and key question starters; ● Support with higher-level language difficulties, including the understanding of complex sentences, the expression of more advanced ideas, humour, inference and literal/figurative interpretation; ● Support in a small group setting with social interaction skills, including parallel learning, co-operation, collaboration, communication and compromise; ● Support with the development of imaginative capacity; ● Pastoral support to develop social interaction skills and enable appropriate expression of emotion in a social context; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Regular monitoring of SEND provision by the school's SENCo ● Referral to specialist health and/or educational professionals for advice, support and monitoring.
Sensory and / or Physical Needs	● Support in school to provide enhanced sensory stimulation / feedback; ● Support with the development of gross and / or fine motor coordination skills through targeted programmes; ● Adaptations to the environment and / or specialist equipment to support pupils with sensory or physical needs, as advised by the LA specialist team or local health professionals; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Regular monitoring of SEND provision by the school's SENCo; ● Referral to a specialist health and /or educational professional for advice, support and monitoring
Social, Emotional and	● Support to develop appropriate expression of emotions, and to secure emotional self-awareness and appropriate emotional self-regulation;

Mental Health Difficulties	● Regular opportunities to communicate with a key adult (and if appropriate also a circle of trusted peers) to enable effective expression of emotions and to reduce /eliminate perceived isolation; ● Support in forming positive productive peer relationships and establishing positive communication; ● Support for peers to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group; ● Support and training for teaching staff to maximise the effectiveness of provision. ● Support for the child, and where appropriate also for the family, through the Common Assessment Framework process; ● Regular monitoring of SEND provision by the school's SENCo; ● Referral to specialist health and/or educational professionals, for advice, support and monitoring.
Cognition and Learning	● Teaching programmes and approaches matched to the needs of the individual child. ● Teaching is adapted by adjusting the level, pace, learning style, amount and nature of adult support, resources used (including technology) and the learning environment as appropriate to the needs of the child. ● Specialised teaching programmes implemented as appropriate to meet specific learning needs. Support and training for teaching staff to maximise the effectiveness of provision. ● Regular and systematic monitoring of pupil progress with parental feedback opportunities. ● Timely responsive adjustments to provision in the light of progress made. ● Regular monitoring of SEND provision by the school's SENCo; ● Assessment of cognition / learning needs by specialist qualified SEN teacher; ● Referral to specialist health and / or educational professionals for advice, support and monitoring

How does the school know if the children / young people need extra help and what should I do if I think my child may have special educational needs?

All pupils at Burton Bradstock School are informally assessed, both academically and socially and more formally assessed for academic progress. If we are concerned about a pupil's progress, we will monitor the pupil to collect information and provide relevant support. This will take approximately six weeks.

If your child is still not making expected progress, the class teacher will seek the support of the SENCO and meet with you (and your child, if that is appropriate) to discuss how we can support your child's learning. It may be appropriate at this point for your child to be added to the SEND register. For more information about the SEND register, what it is and how it works, please click here.

If your child is placed on the register, we work carefully with you to identify appropriate targets to focus the support and progress for your child. These are recorded in SEN support plan or Pupil Passport and are reviewed at least termly.

If there are still concerns about your child's progress, we may, in consultation with you and your child, if appropriate, decide that an application for an EHCP may be required. For more information about EHCPs, what they are and how they work, please click here.

At all stages, we will involve you and your child fully in any decisions made as you are the ones who know your children best.

If you are worried about your child's progress, please do not hesitate to contact their class teacher in the first instance. You can do this by phoning the school on 01308 897369 or using the school email address: office@burtonbradstock.dorset.sch.uk and include 'for the attention of' the relevant class teacher in the title.

How will Burton Bradstock School support my child?

Your child has a class teacher who ensures that your child is supported with their class and social learning. There are regular opportunities to discuss children with the SENCO and many children are supported through our Universal Provision.

Universal provision in education is the foundational tier of teaching and support that is routinely made available to all pupils in a mainstream classroom, regardless of their specific needs, background, or diagnosis. The core components of this are;

- **High-Quality Teaching:** Core instruction delivered effectively by the classroom teacher to engage every student.
- **Adaptive Practice:** Adjustments to the learning environment, resources, and presentation style to remove everyday barriers.
- **Inclusive Design:** Proactive strategies—such as visual aids, clear routines, and flexible grouping—that benefit the whole class while supporting those with Special Educational Needs and Disabilities (SEND).
- **Regular Monitoring:** Ongoing assessment and tracking of general student progress to catch difficulties early.

Our School TAs work across classrooms supporting children and deliver targeted interventions and pastoral support, under the guidance and supervision of the class teachers, SENCO and headteacher.

The SENCO at Burton Bradstock School coordinates the provision for those on the SEND register; acts as a point of contact for any SEND outside agencies working with the school and leads the strategic vision for SEND throughout the school.

The SENCO will also attend meetings with you, your child and these outside agencies wherever necessary and possible.

Our Headteacher works closely with the teachers, the SENCO and the Local School Committee and the Director for Education to ensure that attainment and progress for all pupils at Burton Bradstock School is constantly improving

If you wish to contact any of the teachers, the SENCO or the headteacher, please email via the office email office@burtonbradstock.dorset.sch.uk and include 'for the attention of' the relevant person in the title.

How does Burton Bradstock School assess and review my child's progress towards their targets?

This is a continuous process. We monitor your child's progress in a variety of ways including dropping into lessons, looking at their books and carefully analysing any assessment data.

There are different methods of assessing and reviewing your child and this will vary according to their needs but may include the following:

- Seeking parent's views and discussions at Parent Consultation meetings
- Termly review of your child's plans that, where appropriate, will include the views of your child
- Analysis of attainment and progress data by the class teacher and SENCO
- SENCO observations, diagnostic tests or advice from outside agencies and professionals
- Teacher assessments: observations, tracking progress and attainment, assessments and tests.
- Teaching Assistant records, observations, meetings with the SENCO

How will I know how my child is doing?

If your child is identified as having a SEND, they will have an individual support plan which may have specific, measurable, achievable, realistic and timely targets for each area of need if these are appropriate. These targets are set in consultation with your child and yourself. Each target is reviewed at least termly with comments from your child, yourself and the staff at the school feeding into the review. The support plan also includes information from your child about what helps them to learn, how they can help themselves and how home can help.

Each target has a carefully matched provision; if your child has not met the target, then it may be that the target or the provision needs to change.

If your child has an EHCP, then you will also have an Annual Review where your child and all adults working with them come together and decide what longer term targets and provision may be appropriate.

Alongside this, Burton Bradstock School also has regular parent's evenings and reporting arrangements to tell you how your child is doing at school.

How will the school's approach to teaching and learning be matched to my child's needs?

The majority of our pupils with an identified SEND will have their needs met at the school support level. This means that, through quality first teaching, scaffolded ways into the learning and appropriate differentiation, most children will make good progress. In some instances, there may need to be slight adaptations to the curriculum in order for your child to access it. This is nothing to worry about.

Using the information from any assessments, we work with you and your child to carefully plan the support needed and ensure that the plan is carried out. We then work together to review the plan and make any changes necessary. This is known as the graduated response. To find out more about the graduated response, please click here.

There are times when your child's needs may be affected by other factors which are not educational but nevertheless, impact on learning.

Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEND
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked after children
- Pupils who are classed as Pupil Premium
- Children from families in the services

These needs are also supported through our joint working with you, your child and other professionals and services such as Early Help, Inclusion Leads from our locality, Mosaic, Virtual School, The Educational Psychology Service, and Dorset or BCP Multi Agency Service Hub.

We can also adapt the environment to support your child's needs, for example, by using technology or adaptive seating.

What support will there be for my child's overall wellbeing?

We ensure that we get to know your child very well. Your child's class teacher is able to support your child's wellbeing by forming a good relationship with your child and supporting ad hoc throughout the day. Support is also gained through worship, PSHCE and check ins.

If your child needs more support, the school has a senior mental health lead who can co-ordinate provision for your child. The senior mental health lead is Holly Varndell-Paulley and can be contacted by phoning the school office on 01308 897369.

If your child is struggling with a mental health issue that can be deemed as severe, we will work with you both to refer to an appropriate agency such as CAMHS.

At Burton Bradstock school, we teach the students about bullying and how to report it if it is seen or experienced. Bullying is not tolerated under any circumstances.. We teach many of the concepts linked to anti-bullying through our collective worship as well as our thorough and progressive PSHE curriculum. Our anti-bullying champion is Adam Gough. If you or your child feels that they are being bullied, please do speak to your child's class teacher in the first instance.

What about children with foster carers or children who have been adopted?

All children at Burton Bradstock School are treated as individuals and their unique talents and strengths are celebrated. If your child is in care or is adopted, please do talk to us to see if there is further support needed. We will always work with you and your child to make sure that we respond to your child's needs.

How will my child be included in activities outside the classroom, including school trips?

At Burton Bradstock School, we run a variety of clubs and trips for our pupils. If your child wishes to join a club, we will endeavour to make that happen. Our school trips are planned for all pupils to be able to take part, although we may conduct thorough risk assessments for those identified with SEND to ensure that they are able to participate in the learning safely and enjoyably.

If we are concerned about a risk to your child, we will work with you to try and overcome this.

How do you listen to my child's views?

Your child's views are of the utmost importance to us. We believe in 'doing with' not 'doing to' and so will always seek to involve your child as the very first thing we do.

Many children are able to express their views verbally to a trusted adult and we will capture this on their support plans. If your child is not confident or not able to express their views verbally, we have a range of strategies for them to be able to contribute such as using picture exchange systems, using toys or using more physical ways of communication such as hand gestures or sign language.

We always present information in an age and stage appropriate way to increase your child's participation in the decisions about their learning.

Sometimes, it is more appropriate for you to gather their views at home. If this is the case, and you are happy to do that, we are able to give you any guidance and support you may need.

How does Burton Bradstock School support pupils moving between phases and prepare for adulthood

Moving between phases / schools can be a daunting time for you and your child. We are here to help your child successfully transfer to their next step in education and to help them start to prepare for adulthood.

Most children are able to transition to different phases of education with minimal support but, for those identified as having a SEND, it can be overwhelming. If this is the case for your child, we work with you to agree a plan so that your child's learning journey can be continued. The plan can include (but isn't limited to):

- Meetings with pupils
- Meeting with parents
- Advanced planning for pupils in year 6 transitioning to secondary school and from preschool / nursery into Reception Class
- Visits to/from feeder schools and receiving establishments
- Correspondence, liaison and meetings with class teachers and SENCO
- Observing pupils in class
- Arranging for preliminary visits for pupils to their new schools
- Arranging induction lessons/sessions for pupils in their new schools
- Attending Annual Reviews of pupils with EHCPs

What training have the staff had?

Our SENCO attends networking with other SENCOs, locality briefings where important information is given out and attends training that is relevant to the school's needs.

Our SENCO is given the equivalent of half a day a week to lead the SEND provision at Burton Bradstock School.

We are also lucky to have a team of Teaching Assistants (TAs) who are trained to deliver SEND provision.

How do you work with other agencies?

Sometimes, we may need more specialist advice or support to meet the needs of your child. This includes locality support services such as specialist teachers,

Educational Psychologists, early help/ family workers or social workers. We may need the advice of health professionals such as paediatricians or school nurses or seek advice from voluntary sectors such as Mosaic.

If we think that your child may need support from outside services, we will discuss this with you before we action anything. Of course, if there is a risk of harm to your child, this is overridden by our safeguarding processes.

In most cases your child will be seen in school by these services and we all work closely with you and your child to agree the outcomes and support. This will be reviewed regularly.

How do I complain about SEN provision at Burton Bradstock School?

We would really hope that there is no cause for complaint, and we encourage feedback at all stages of support for your child, but sometimes this may be a step that you wish to take.

There is a process for complaints which is detailed in our complaints policy (click here to read the policy)

Step 1: ask for an informal or formal way to communicate with the class teacher. The class teacher should be able to help resolve your complaint.

If your complaint is not resolved, then you need to move onto more formal proceedings:

Step 2: ask for a meeting with the headteacher and SENDCo. They should be able to respond to your complaint.

If you feel that your complaint has still not been resolved:

Step 3: You will need to file a complaint form which can be provided by the office and a member of the Local School Committee, or another appropriate individual, will contact you to investigate the complaint.

How do I find the Local Offer?

The SEND Local Offer provides information on services and activities for children and young people living in your area who are aged 0-25 and have Special Educational Needs and Disabilities. Click on the links for more information:

Dorset local authority's local offer is published here:
https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer

Bournemouth, Christchurch and Poole's local offer is published here:

https://fid.bcpcouncil.gov.uk/send-local-offer

Where do I find your policies?

All of our policies can be found on the policies page. Click here to be taken to it.

What government guidance do you work with?

Burton Bradstock School works within all published statutory guidance.

Please click on the links below to read some of the guidance or legislation that may be of interest.

Relevant legislation:

- The Education Act 1996
- Children and Families Act 2014
- The Children Act 1989
- The Education (Pupil Registration) (England) Regulations 2006
- The SEN Code of Practice 2015
- The Equality Act 2010

Relevant government guidance:

- Keeping Children Safe in Education
- Parental responsibility measures for attendance and behaviour
- Children missing education
- Working together to safeguard children
- Elective home education
- Alternative provision: statutory guidance for local authorities
- School Suspensions and Permanent Exclusions 2023
- Supporting pupils at school with medical conditions
- Ensuring a good education for children who cannot attend school because of health needs
- Promoting and supporting mental health and wellbeing in schools and colleges
- Approaches to preventing and tackling bullying

If, after reading this, you have questions that have not been answered, please do not hesitate to contact the school.