

Burrowmoor Primary ACADEMY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2025-26

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INTRODUCTION

As an academy within the Diamond Learning Partnership Trust (DLPT) our intent is to ensure that all pupils, including those with Special Educational Needs, receive a high-quality, inclusive education that enables them to thrive.

Through high quality classroom teaching, the Trust and academy aim to identify needs early, remove barriers to learning, and provide personalised, evidence-based support. The curriculum is ambitious and accessible to every child, and partnerships are strong.

KEY ACADEMY STAFF

The first point of contact for any concern should be your child's class teacher / form tutor.

All staff listed below can be contacted via the academy office:

NAME	ROLE
Rebecca Fox	SENDCO
Ruth Bailey	Headteacher
Claire Tod KS1	Assistant Headteacher
Lianne Smith KS2	Assistant Headteacher
Rebecca Fox	Pastoral leader
Ruth Bailey	Safeguarding Lead
Jude Macdonald	Trust

WHAT KINDS OF SEND ARE PROVIDED FOR?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties. Autism Spectrum Condition (ASC). Low levels of receptive language. Difficulty in understanding and processing language. Individual communication systems, for example PECs.
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia. Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination. Moderate learning difficulties. Low levels of working memory. Difficulty processing information, making decisions and problem solving.
Social, Emotional, Mental Health (SEMH)	ADHD. Low levels of self-esteem which may lead to behaviour that challenges. Anxiety and depression.

	Behavioural difficulties.
Sensory and / or physical needs	Visual or hearing impairments. Physical disabilities. Epilepsy.

HOW ARE SEN/D IDENTIFIED AND ASSESSED?

Baseline assessments and observations are carried out as appropriate / as needed. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

- Is significantly lower than that of their peers starting from a similar baseline.
- Fails to match or better the individual's previous rates of progress.
- Fails to close the attainment gap with peers despite intervention.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

At Burrowmoor Primary Academy, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

- Liaison with parents / carers.
- Prompt handover of previous SEND information.
- Evidence they require sustained classroom adjustments.
- Diagnostic information, for example ASD diagnosis.
- Transition information, including handover from / to support staff.
- The Early Years Journal.
- Early Years baselines.
- Pupil voice.
- Boxall profiling.
- Dyslexia screening.
- Reading assessments, for example Salford.
- NGRT decoding and comprehension.
- The school's reading scheme.
- Phonics progress and screener.
- Blank's levels assessment.
- Speech screening.
- Teacher assessments.
- Regular pupil progress meetings.
- Attendance and behaviour analysis.

- Referral for specialist advice.
- Clinical psychologist diagnosis.
- Health diagnosis through a paediatrician.
- Bell Foundation for pupils with English as an additional language.

HOW ARE PUPILS / STUDENTS AND PARENTS / CARERS CONSULTED AND INVOLVED?

Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parent / carer concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps required.

Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support. Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example speech and language therapy or educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

Parents and carers are consulted and involved through:

- Morning / afternoon handovers.
- School reports.
- School communication systems for example Class Dojo.
- Parents' meetings.
- Parent Evenings
- Consultation during Assess, Plan, Do, Review processes.
- Communications to confirm pupils moving onto and off the SEND register.
- Daily journals.
- Telephone / emails.
- Discussing and giving permission for external referral, for example to Early Help.
- Application for statutory assessment if required.

Where a pupil's provision is highly adapted, with reduced access to the chronological classroom, parents and carers will be informed of the offer, the reason and the length of time the provision will run for, and consent obtained.

HOW THE ACADEMY ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

The academy uses a wide range of monitoring systems to assess the impact of all teaching and interventions. These include:

- A tracking system to monitor children's progress against national/age expected levels and targets.
- Insight
- Phonics tracker
- School reading scheme assessments
- NFER and Past SATS papers
- Sandwell tests
- Observations
- Foundational skills observations
- Early Years framework
- Liaison with parents / carers for example to monitor the 'let-down' for an autistic pupil after school.
- Re-admittance actions following any suspension or internal pastoral consequence.
- Ensuring all pupils have access to mainstream learning.
- Specific tracking of progress against EHCP targets through review of APDRs.

SUPPORT FOR TRANSITION

The academy liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the summer term annually, which allows pupils to experience the new academy environment and meet new staff.

The academy has an open evening and parents / carers are warmly invited to attend the evening and any subsequent open days, to support families in making decisions about their child's schooling.

Pupils are supported to join and leave the school through a range of strategies, including:

- Social stories / tours.
- Enhanced transition opportunities where needed.
- Close liaison with the previous setting.
- Welcome tour / induction.
- Home visits.
- Transition booklets sent home, for parents / carers to share and reinforce.
- Baselining on intake.
- Buddy system.
- Prompt transfer of any SEND files or plans onto Academy templates, shared with staff.

Secondary students are encouraged to access college open evenings and supported with applications to their new settings. Where a child has additional needs, these will be communicated to the receiving educational provider. As with all children, relevant safeguarding files will be passed to the child's new academy at the point of transition.

HOW PUPILS / STUDENTS WITH SEN/D ARE TAUGHT

In line with SEN Code of Practice Jan 2015, Burrowmoor Primary Academy believes that “all teachers are teachers of pupils with special educational needs”. As such, the academy adopts “a graduated approach” that places quality first teaching at the heart of all lessons.

Staff receive a range of high-quality training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. Quality First Teaching and inclusive classroom practice is a high priority at the academy.

Teachers are supported by the senior leadership team and members of the SEND team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

Where a pupil is joining the school and specific training is required, for example for a medical need, staff will be trained in advance of their start date, and a suitable care plan completed.

Teachers are responsible for the children and young people in their class. High quality teaching and minimal classroom adaptations support staff to identify and meet pupil need.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Teaching Assistants are deployed in a range of ways, including:

- In-class support
- Pre teaching
- Precision teaching.
- Phonics interventions.
- Specific interventions, for example speech sounds or Attention Autism.
- Support for regulation and well-being.

The academy has a high needs classroom, the Kookaburra Room - accessed by a number of pupils with complex needs. The admissions guidance and curriculum overview can be summarised as follows:

The Kookaburras – SEND Provision (EYFS & Key Stage 1)

The Kookaburras is a specialist SEND provision supporting children in the Early Years Foundation Stage and Key Stage 1. The **primary areas of need within the provision**

are Communication and Interaction, including Autism and Developmental delay.

The provision offers a structured, nurturing, and inclusive environment designed to meet children's individual needs and support progress in communication, learning, independence, and emotional wellbeing.

All children have their needs assessed and baselined on entry using the Cambridgeshire developmental journal. Individual targets are identified, shared with all staff and parents, and reviewed regularly in the form of a Learning plan. Staff consistently gather evidence of progress, celebrate successes, and identify clear next steps to ensure learning is purposeful, responsive, and matched to each child's needs.

Staff working within the Kookaburras are trained and well supported within a mainstream setting. The team works closely with the Local Authority SEND team, including **Fenland SEND**, and with **Speech and Language Therapy professionals** to ensure effective, evidence-based practice. Staff receive regular supervision and professional guidance from the Senior Leadership Team and the SENDCo, ensuring a consistent understanding of children's needs, targets, and support strategies. Reflective practice is promoted across the provision.

Children follow a clear and structured daily timetable, supported by visual prompts to promote understanding, predictability, and emotional regulation. Group learning sessions, including circle time, are carefully planned to develop communication, attention, and early learning skills. During these sessions, children share stories, sing songs with actions, engage in early maths learning, and work together on specific focus areas, including personal care routines. Additional guidance to support this provision has been accessed through attendance on the Universal SEND services series – Leading Specialist Spaces in Mainstream – Matt McArthur.

Planned opportunities for child-initiated learning are built into the day. The environment is carefully organised to meet a range of sensory, physical, and learning needs and includes access to books, construction resources, sensory equipment such as a swing and trampette, physical development opportunities including PE sessions, creative activities, and a quiet tuff spot linked to the weekly learning focus.

Children regularly access outdoor provision and, where appropriate, are supported to mix with peers from EYFS and Years 1 and 2, including at lunchtime. These opportunities promote inclusion, positive social interaction, and a sense of belonging within the wider school community.

The curriculum is overseen by a qualified teacher who monitors provision and learning daily whilst providing ongoing guidance and support to staff throughout the day. The curriculum is currently aligned with the EYFS framework, as this best reflects the developmental needs of the children however as this offering develops the children will receive a more personalised learning plan to support sustained progress over time.

Impact on Communication:

Consistent use of Makaton, visual supports, staff scripts, and strategies advised by Speech and Language professionals enables children to develop functional

communication skills. Children show increased engagement, improved understanding of routines, and greater ability to express needs, make choices, and participate in group activities. Communication progress is evidenced through observations, recorded outcomes, and increased independence across the school day. All children in the school are also being exposed to Makaton to aid inclusivity and communication for all.

Impact on Autism-Specific Needs:

The structured environment, predictable routines, and consistent adult responses support emotional regulation and reduce anxiety. Children demonstrate improved readiness to learn, increased tolerance of change, and developing social interaction skills. Sensory-informed practice enables children to regulate their behaviour and access learning more successfully, supporting sustained engagement and positive outcomes.

Impact on Developmental Delay:

Daily focussed and repetitive lessons will support children in embedding learning and routines.

Partnership with Parents:

Strong, positive relationships with parents and carers are central to the provision. Teachers and Leaders work closely with families to share targets, strategies, and progress, ensuring consistency between home and school. Regular communication supports parents to understand and contribute to their child's development, resulting in improved outcomes and a shared understanding of next steps.

Health care plans are implemented where required, ensuring children's medical and personal needs are met safely and effectively.

The Kookaburras provides a calm, purposeful learning environment in which children are supported to make progress, develop independence, and build the skills needed for their next stage of education.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEND

Teachers are expected to plan work pitched at an appropriate level so that all pupils can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed work is individually scaffolded.

In addition, staff work hard to:

- Scaffold the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style.
- Adapting resources, for example large print for pupils with visual impairment, a microphone and hearing loop for those with a hearing need.
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.
- Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.
- Scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.
- Ensure classroom displays are low stimulus and relevant to the learning.
- Support children in knowing and meeting their APDR targets.
- Support the emotional wellbeing and regulation of pupils, through strong relationships.

The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy's community change.

STAFF EXPERTISE

Staff are well trained and there is a variety of expertise available at the academy. The following qualifications are available within the school. Interventions and accommodations can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- National Professional Qualification for SEN Co-ordination.
- Level 1, 2, 3 Teaching Assistant qualification.
- Boxall profiling.
- SALT programmes.
- Autism Bucket.
- Training for individual pupil needs.
- Relevant first aid and medical training.
- Trauma informed practice.
- Neurodivergence.
- Identification of SEND.
- Makaton.
- Social stories.
- Breakfast club.
- After school booster or support.
- Paston Pack.

- Beat Dyslexia
- Emotional regulation.
- Total Communication approaches.
- Lego therapy.
- Mental Health First Aid.
- In-class support.
- Core subject boosters.
- Colourful Semantics.
- Clicker
- Supported lunchtime.
- Intimate care.
- Referral for Early Help Assessment.
- ELSA
- Scaffolding / deployment of additional adults.
- Relevant phonics scheme training.

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their goals a minimum of three times a year.
- Pupil, parents / carer and staff surveys.
- Parent / carer cafes and open sessions.
- APDR outcomes.
- Provision mapping.
- Progress reports and information arising from parents' evenings.
- Internal and external reviews of practice, including Ofsted.
- Governor visits and reports.
- School improvement visits / triads.
- Data analysis presented to Trust.
- Attendance, suspensions, etc monitoring in addition to the academic outcomes.
- Provision mapping / pupil passports leading to classroom quality assurance.
- Book looks.
- Middle leader reviews and action planning.
- Monitoring parental complaints and learning lessons from feedback.

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

Relationships between adults and children are crucial in creating a secure learning environment where pupils feel safe and supported. The following strategies support this aspect of the academy's work:

- Specific teaching of our Behaviour curriculum
- Positive tone / body language
- Low stimulus classroom environments.
- Academy core values:
- Careful planning of PSHE and SRE linked closely to matters arising locally and within the academy community, for example by reviewing MyConcern patterns.
- Clear routines and expectations.

- Pastoral support, including ELSA trained staff.
- Peer mediators.
- Wellbeing Warriors.
- Lego Therapy.
- Comic Strip Conversations.
- Drawing and talking.
- Staff welcome pupils at the start of every lesson.
- Playground buddies- play leaders and Truly trusted children
- Reward systems.
- Consequence systems.
- Social stories to remind pupils of key rules and expectations.
- Academy trips and visits.
- Referral to Behaviour Panel (PCC)
- Class worry boxes and I need to talk posters and packs
- Taught PSHE / SRE sessions and assemblies planned as matters arise.

OUTSIDE AGENCY INVOLVEMENT

Burrowmoor Primary Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

- Those provided by the Local Authority:
 - Autism Outreach Team
 - Educational Psychologist
 - Pupil referral service.
 - Statutory assessment and monitoring team.
 - Children's social care.
 - Early help.
 - Specialist teachers, for example Teacher of the Deaf.
 - Local Hub / ERB Centres of Expertise.
 - The support of the Area SENDCo.
 - Speech and Language
- Those provided by Cambridgeshire and Peterborough Health Trust:
 - Community Paediatricians
 - ADHD team.
 - Neurodevelopmental service.
 - Physiotherapy and Occupational Therapy.
 - School nurse.
 - SALT.
- Alternative provision, including

Where parents / carers are accessing the Right to Choose pathway, the school will complete any diagnostic information required by healthcare professionals within a reasonable timescale.

Reports and advices from specialists will be read, considered and shared as appropriate when these are provided to school.

ARRANGEMENTS FOR HANDLING COMPLAINTS

The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet our SENDCO or Headteacher.

[DLPT-Complaints-Policy.pdf](#)