

Our Local Offer for Special Educational Needs and/or Disability



Burleyfields Primary School

SEND Information Report

Updated – September 2026

Our Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs

How will you know if my child or young person needs extra help?

The Teachers and Teaching assistants work very closely with the children every day. When they are concerned about a child they will raise it with the SENCO and continue to monitor them. Along with the SENCO further interventions or outside support is arranged. Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEND. Parents will be informed of any concerns and how we are planning to support your child.

We use a variety of early interventions to help support children when they are first identified. Some of these include: Intensive interactions, Bucket time, Pegs to paper and BEAM.

What should I do if I think my child or young person needs extra help?

If any parents have any concerns they can raise them with the class teacher. This can then be shared with the SENCO and interventions or further support can be put into place.

Where can I find the setting/school's SEND policy and other related documents?

Policy can be found on the school website:

[Burleyfields Primary School - Special Educational Needs and Disabilities](#)

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

We are an inclusive school where every child is valued and respected. We work to support all our students to make progress in their learning, their emotional and social development, and their independence including those with SEND.

All teachers are teachers of special educational needs. The SEND Code of Practice is followed, and all teachers receive training in the SEND Code of Practice. We recognise that it is the teachers' responsibility to meet the needs of all children in their class through high quality teaching, classroom organisation, seating arrangements, carefully planned lessons, a range of teaching styles, teaching materials and differentiation.

All children being 'monitored' or on the 'SEN register' have specific interventions tailored to their current needs. This is reviewed regularly by the class teachers and Senior Leadership Team. All children on a 'passport plan' are involved to write their targets and information on the plan.

We have many outside agencies that come to deliver targets/plans or support teachers in various ways on the classroom.

These agencies/services include:

SENSS- Special Educational Needs Support Services-Behaviour Support

SSS HI - Specialist Support Service - Hearing Impairment

SSS VI- Specialist Support Service - Visual Impairment

EP-educational Psychologist

SALT-Speech and language Therapy Service

AOT-Autism Outreach Team

The needs of the majority of children will be met through adaptations and use of classroom support. Children for who a pupil passport has been completed will receive appropriate support or interventions for an agreed timescale which will then be reviewed regularly. For some

Teaching, Learning and Support

children a short-term intervention may allow them to access learning in line with the rest of the class. For other children further intervention will be needed and for some children support from outside agencies may be required.

How will the curriculum and learning environment be matched to my child or young person's needs?

All teachers have high expectations of all students. All students are provided with a broad, balanced curriculum with Quality First Teaching that is adapted to the learning needs of all students. High-quality teaching is monitored and ensured through: classroom observations; termly work sampling; work scrutiny of exercise books; internal and external moderation of assessments and examinations; teacher meetings with SENCo; termly SEND Passport review meetings; academy data and progress tracking.

Teaching staff and teaching assistants use a range of methods to support the learning needs of all students including: modelling; scaffolding; questioning; sentence starters; use of writing frames; mind mapping; use of ICT eg laptops.

Staffing and resources are adapted to accommodate the needs of students.

Students with a disability will be provided with "reasonable adjustments" to facilitate their access to the curriculum. The school may provide specialised equipment to support pupils in the classroom, for example: larger font size, laptops, pen grips.

Students may be assessed for Examination Access Arrangements in school and this information is shared with staff at each assessment point. Some students may require additional processing time or access to a reader or prompter.

Outside agencies are invited to work closely with our students with additional needs. We work with a range of agencies including for example: the Educational Psychology Service; Autism Outreach; Occupation therapy and Physiotherapy services.

Teaching, Learning and Support

The Curriculum is continually monitored by the Leadership Team to ensure that it meets the needs of all students. The curriculum overview can be viewed on the school website.

The Accessibility plan can be found on the school website:

[Burleyfields Primary School - Accessibility Plan](#)

How resources are allocated to meet children or young people's needs?

Staffing and resources are adapted to accommodate the needs of students. The SEND budget is used to ensure that students on the SEND register or those who are being monitored receive the support that they need. The budget is used to fund the cost of Teaching Assistants, interventions and the purchase of resources.

Students with an EHCP receive support as specified in their individual plans.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

The students do not require a specific diagnosis or label to receive support in the form of reasonable adjustments. The SENCo works with the students, their parents/guardians, teaching staff, support staff, caseworkers and external agents to develop support packages for individual students. Assessments, observations, book scrutiny and classwork as well as formal standardised assessment support this process. Regular reviews, discussions and meetings take place to keep parents informed of progress.

How will equipment and facilities to support children and young people with SEND be secured?

Teaching, Learning and Support

The SEND budget is used as well as additional top up funding allocated to students with EHCPs to purchase equipment and facilities.

How will you and I know how my child or young person is doing?

Parents Evening takes place twice a year where all parents are invited to discuss their child's learning. You will be invited each half term to discuss and contribute to your child's 'passport' and targets.

If your child needs further support, you will be informed at every stage of this process and will be asked to play a proactive role in supporting your child's learning at home. Your child's class teacher and school SENCO will be your regular points of contact.

We have a robust system of reviewing the learning of all our learners and reporting this to parents during each parents evening. For children with a 'pupil passport', their learning is reviewed more regularly to see if interventions and actions are having an impact. Agreed next steps can then be made.

How will you help me to support their learning?

We encourage our parents to be involved in the education of their child. A copy of your child's 'Passport' and targets will be sent home along with any resources for you to support your child. The Teacher will have regular contact with you to support you at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

We review the learning alongside our learners and work together to discuss the next steps. For children with a pupil passport their learning is reviewed more regularly to see if interventions and actions are having an impact and to see how the children feel they have progressed.

At an appropriate age, their opinions and views are taken into account and added to the plans. These plans are then shared with parents.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

Teaching, Learning and Support

All students, including those with SEND, are assessed on a regular basis in accordance with the School's Assessment Policy and assessments take regularly for all students. Teachers monitor progress throughout the year. Each student's progress is monitored closely to track their progress and next steps.

Pupils progress is shared during parents evenings and when reviewing 'pupil passports'. Other meetings can be arranged on an individual basis with the SENCO if required.

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

The passport is shared with all staff that come in to contact with your child including other teachers, teaching assistant and specialist teachers like sport coaches. Risk assessments of individual children are completed regularly and sometimes on a daily basis depending on the child's needs. Adaptations are provided to ensure the child is included as much as possible.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

We provide the children with pastoral support throughout our PSHE lessons. The teachers/teaching assistant offer a 'meet and greet' each morning along with time to talk during the day. Particular children have the opportunity to build up a greater relationship with particular teaching assistants to help support their needs.

How will you manage my child or young person's medicine or personal care needs?

Care plans are put into place for children with any additional medical need and are shared with the appropriate members of staff. We then ensure any adjustments are made in relation to toileting, eating etc.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Keeping students safe and supporting their wellbeing

The behaviour and attendance policy can be found on the website:

[Burleyfields Primary School - Attendance](#)

How do you support children who are looked after by the local authority and have SEND?

Students who are looked after are supported by the designated Teacher for LAC, Mrs Bell. Those students who are looked after and who have SEND are also supported by the SENCO, Mr Pender. Both staff work closely with students, their carers and the virtual school/relevant local authorities.

Working Together

Who is involved in my child's education?

The class teacher work closely with the children in their class. They will plan and provide targets and interventions for each individual child. They will work closely with the teaching assistant ensuring they deliver the interventions and provide the correct supporting equipment. The SENCO will also be fully aware of the child's needs and support.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

The SENCO provide training and liaise with external agents to provide training on a range of needs. Students with EHCPs and who are on the SEND register have a raised profile and additional information is provided to staff at the start of the academic year. Information is shared with staff following the annual review of a student who has an Educational Health Care Plan, and following review meetings of pupil Passports.

The SEND register is placed on the SEND area of the staff shared platform for staff access.

Student Passports and medical needs are placed on the Whole School area of the staff shared platform for staff access.

Risk assessments are shared with staff and teaching assistants.

What expertise do you have in relation to SEND?

Mr Pender has eight years of teaching experience and has worked across three schools in the role of SENCO. He joined Burleyfields in September 2026, bringing with him a wealth of experience in supporting pupils with Special Educational Needs and Disabilities (SEND). He has successfully completed the National SENCO Award and regularly attends professional updates, training and development opportunities delivered by a range of external agencies to ensure his knowledge and practice remain current.

Teaching assistants have received personalised training programmes and receive regular updates and further training.

Working Together

There is on-going sharing of good practice through regular departmental meetings and feedback/ advice provided by the leadership group, subject leaders and the SENCO following lesson observations.

All staff receive regular updates on Safeguarding and PREVENT training.

The school has a membership to Whole Education SEN.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We have access to Autism Outreach and the school team regularly meet each half-term with those students in school who have a full diagnosis.

We have close links with our Educational Psychologist who provides information for staff training on a range of issues.

The school has access to medically trained professionals delivering training on issues such as asthma, epilepsy and physiotherapy programmes.

The school has regular access to advice from a range of service providers including the local district SEND and Inclusion hub.

We work closely with speech and language therapists, physiotherapists and other health professionals who are involved with students attending school and a wide range of external agencies which include:

Autism Outreach Team
Hearing Impairment Team
Visual Impairment Team
Educational Psychologist Service
CAMHS
Occupational Therapy
Educational Welfare Workers
School Nurse

Working Together
Who would be my first point of contact if I want to discuss something?
Please contact your child's class teacher if you are concerned about anything.
Who is the SEN Coordinator and how can I contact them?
Mr J Pender SENCO 01785 564869 senco.bur@burleyfields.academy
What roles do your governors have? And what does the SEN governor do?
The SEN governor is Mrs Rachel Walker. The role of the governor is to: Help raise awareness of SEND issues at LG meetings. Monitor the quality and effectiveness of SEND provision in the school. Work with the SENCo to develop SEND policy and provision in the school. Termly meetings are held between the SEN governor and the school SENCo.
How will my child or young person be supported to have a voice in the setting, school or college?
We recognise that all pupils have the right to be involved in making decisions and exercising choice in their education where that is possible. Open dialogue between pupils and key workers (teacher or Teaching assistant) is encouraged. Children are given the opportunity to discuss their work and how they feel it is going. Targets and their progress is also discussed with the children.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Working Together

We welcome parents to support us and parents are frequently asked to provide their views and feedback at Passport review meetings, annual review meetings and in parental surveys.

What help and support is available for my family through the setting?

The class teachers and/or SENCO meet with families to offer support and signpost services. Referrals are made to CAMHS, Early help, SEN inclusion Hub, Autism outreach when required.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

All students are encouraged to take part in a wide range of extra-curricular clubs and activities and all clubs, activities and trips are available to all students. All students are encouraged to fully immerse themselves into the school life by participating in eg workshops, transition days, school productions, sports day, residential trips. Reasonable adjustments are made to facilitate any additional needs and no student is ever excluded from taking part in activities because of a special educational need or disability.

How accessible is the setting's environment?

In line with statutory guidance, the school has an Accessibility plan which is regularly reviewed to ensure that pupils are able to access the curriculum and the physical environment. All pupils, including those that have sensory or physical disabilities, have the opportunity to participate fully.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Inclusion & Accessibility

Not Accessible

☐

Details (if required)

A lift is in place for access to upstairs

Are disabled changing facilities available? Yes ☐

No ☒

Details (if required)

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒

Inclusion & Accessibility

No ☐

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐

No ☐

Details (if required)

Joining and moving on

Who should I contact about my child or young person joining your setting?

Please find the link to the Schools Admissions Policy:

[Burleyfields Primary School - Admissions](#)

How can parents arrange a visit to your setting, school or college? What is involved?

Open days are held in October. Families have the opportunity to tour the school site, meet with the staff and with other students in school. To arrange a visit to school contact the school office.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Joining and moving on

We recognise the importance of a positive and supportive transition into school and work closely with families to ensure children feel safe, secure and confident when they join us. For children starting in Nursery, we complete a home visit before they begin. This provides an opportunity for staff to meet the child and their family in a familiar environment, begin to build positive relationships and gather important information about the child's interests, strengths, routines and individual needs. We believe this helps to create a strong partnership with parents from the very beginning and supports children to feel more confident when they start Nursery. For children joining our Reception classes, we visit children in their current early years setting or, where appropriate, at home. This allows us to meet the child in an environment where they are comfortable and helps us to understand their individual needs and experiences before they join us. Children are then invited to attend a transition day in July, providing them with an opportunity to meet their new teacher, explore the classroom and become familiar with the school environment before starting with us in September. These carefully planned transition arrangements are particularly important for children with additional needs, enabling us to identify and plan for any support required at an early stage and ensure that every child has the best possible start.

Additional Information

What other support services are there who might help me and my family?

You may wish to contact the SENCo if you feel that your child needs the support of a specialist service.
Some support services available to parents include:

Additional Information

The SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people (aged 0-25), with special educational needs and disabilities and children and young people (up to 25) with SEND

[Home | Staffs IASS](#)

They offer information, advice and support about education, health and social care issues to support Staffordshire's SEND Local Offer.

The Staffordshire Local Offer can be found:

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

British Dyslexia Association

[British Dyslexia Association](#)

Child and Adolescent Mental Health Service (CAMHS)

[Children and Young People's Mental Health Services - NHS](#)

When was the above information updated, and when will it be reviewed?

The SEND information report is updated annually. The latest update was September 2026.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at:

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

What can I do if I am not happy with a decision or what is happening?

Additional Information

Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.

Initially, all complaints from parents or carers about their child's provision is made to the SENCo, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.