

## **Burleigh Primary School**

### **'School's Offer' SEN Information Report 2025/2026**

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements. As a school, we adopt the Quality SEND Offer created by Hertfordshire County Council. This report provides you with more information regarding the provision that Burleigh Primary School makes to meet the needs of SEND children. If you would like to read Hertfordshire's Quality SEND Offer, please use the link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshire-quality-send-offer.pdf>

#### **How does the school know if children need extra help?**

At Burleigh Primary School, on-going assessments take place and the progress of each child is tracked termly. If a child's progress is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Adapting and scaffolding of work and resources
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional small group work, or on some occasions individual support.

If your child is further identified as a concern, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) to discuss the next steps. These could include:

- Planning any additional support your child may need
- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist.

At this time, the school will also wish to discuss their concerns with you so that we can work in partnership to provide the best possible support for your child. These meetings may occur during parent consultations; alternatively, your child's class teacher or SENCo may contact you to arrange a meeting.

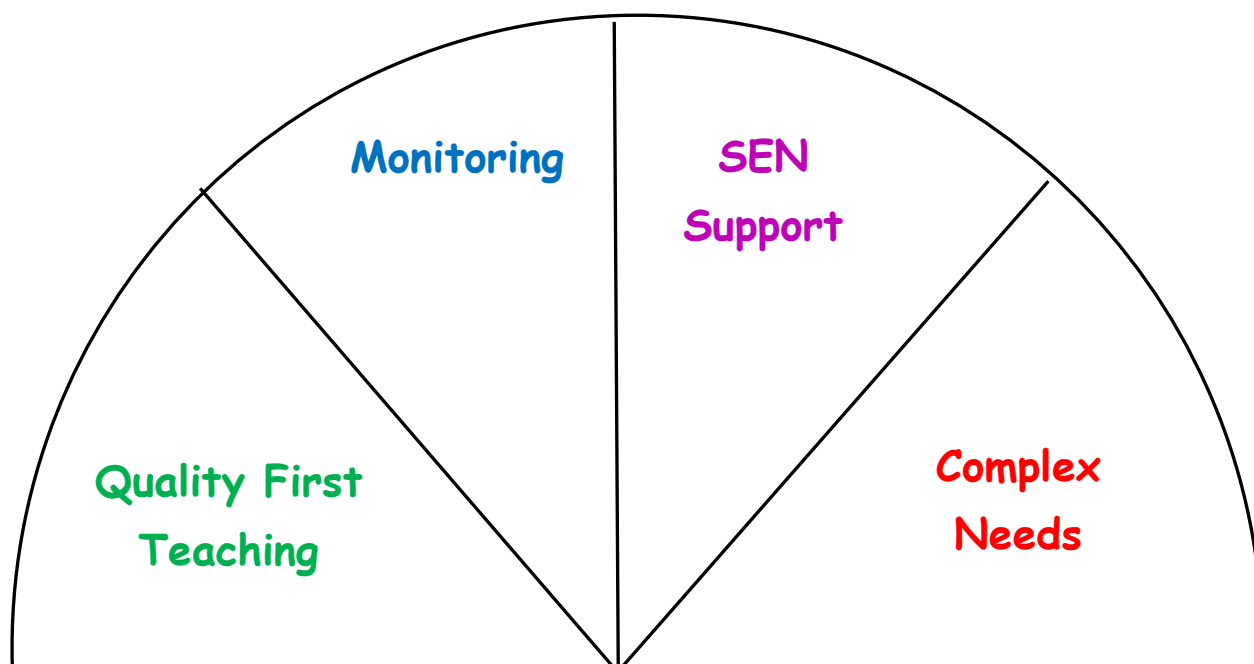
#### **What should I do if I think my child may have special educational needs?**

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher initially. If you continue to be concerned, you can request to speak to the SENCo. The Headteacher or SEN Governor can also be contacted for support.

Opportunities are provided twice a year at parent consultations to discuss your child's progress; however, the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year.

## How will school staff support my child and how will the teaching and learning provision be matched to my child's needs?

At Burleigh Primary School, we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. In order to meet the needs of all pupils the allocation of provision follows a **graduated approach**. A child may move between the levels of support, depending on their individual need.



### Quality First Teaching

The class teacher provides high quality education on a daily basis for all children, by adapting and scaffolding the curriculum to meet the needs of all pupils. This may involve using practical equipment, scaffolds and writing frames and additional in-class support by the teacher or teaching assistants in class.

### Monitoring

For some children, if their needs relate to a more specific area of learning and there continues to be a concern, additional provision will be put in place to further support the child's specific need(s). This could be in the form of an intervention which may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time this additional provision runs for varies according to need but will be monitored and reviewed regularly to establish the effectiveness of the provision, the impact it has had and to inform future planning.

## SEN Support

If a pupil has higher needs, this may result in them being identified as requiring SEN support. At this time, the school and parents/carers will meet to discuss the SEN support that will be provided and the child will also be placed on the school's SEND Register. The class teacher and the child will meet to formulate a Pupil Passport, where the pupil will share their likes, dislikes, and views about their learning. In partnership with the parents/carers, individual targets will be identified and recorded termly on an Individual Support Plan (ISP) and additional support will be put in place to help towards achieving the targets set and removing barriers to learning. Support for pupils with SEN takes the form of a four-part cycle called Assess, Plan, Do, Review. This ensures that effective provision is in place to support the child, which is regularly monitored and reviewed. For some children, the school would seek, with your permission, to refer for specialist involvement from external agencies such as Specialist Advisory Teachers. These specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress.

## Complex Needs

If a pupil's needs are more complex, the school can consider, in conjunction with parents/carers, requesting a formal assessment for an Education, Health and Care (EHC) Plan by the Local Authority. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. The request for an EHC Plan Assessment is a legal process which, if successful, will result in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place. The EHC Plan is created in conjunction with the school, parents, the Local Authority SEN Officer and any external professionals involved with the pupil. An EHC Plan is reviewed at least annually, with the views of the parents/carers, pupil, school and external professionals incorporated. Pupils with complex needs, also receive targeted SEN Support and parents will have a termly review with their child's teacher to discuss progress towards their short-term targets.

If it is felt that a child is making sustainable progress, then they may be taken off the SEND Register. If this is the case then the views of the teacher, SENCo, pupil and parents are taken into account, as well as that of any other professionals involved. If the child is taken off the SEND Register, the pupil will continue to be monitored through the school's assessment procedures for all pupils. If it were felt at a later date that the pupil requires additional support again, then the **graduated approach** would be followed once again.

## How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This includes:

- Parent consultation meetings
- Annual Report

- Annual Review of progress for children with an Education, Health and Care (EHC) Plan
- Termly meeting to discuss and review Individual Support Plan (ISP) targets
- Arranged meetings with Class Teacher, SENCo and/or external professionals, to discuss your child's progress and identify next steps together
- Standard Assessment Tests (SATs) at the end of **Key Stage 1** and 2
- School events e.g. Open evening, sports day
- Open door policy which provides you with the opportunity for discussions with your child's teacher.

By supporting your child with weekly homework and regular reading, you will gain a good understanding of the progress they are making. Parents/carers are welcome to arrange an additional meeting with your child's class teacher or the SENCo by contacting the school office.

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

We recognise that some children have additional emotional and social needs that must be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

Part of the Burleigh ethos is to promote the idea that all members of the school's community support each other. All classes follow a structured Personal, Social, Health and Economic (PSHE) curriculum to support their development and there are regular opportunities to develop this further through assemblies and school events. Each key stage has key staff trained in Paediatric First Aid.

Burleigh Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have an Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014), is followed. Further information can be found in the Health and Safety Policy.

For those children who find aspects of this difficult, further support can be put in place. Class teachers provide pastoral support for all children in their class, alongside the class TA. Additionally, we have a Pupil Support Worker and a number of SEN TAs who support children within the school and also lead Nurture Group sessions. Some members of staff have been trained to deliver Emotional Literacy sessions either one-to-one or in small groups. These sessions help pupils to understand their emotions and feelings.

Where it is felt that pupils are encountering significant emotional difficulties, the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS) or the school Mental Health Support Team (MHST). Please refer to the '*Overview of*

*SEND Provision'* (located in the SEND section of the school website) for a comprehensive list of support arrangements available.

### **What specialist services and expertise are available at or accessed by the school?**

Burleigh Primary School seek to support pupils by accessing a variety of external agencies, through a referral process. If required, these include:

#### Local Authority Provision

- Communication and Autism Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Early Years Advisory Team
- Cognition and Learning Team
- Behaviour and Attendance Team
- Cheshunt Extended Services (CHEXS)
- DSPL4

#### Health Provision

- Speech and Language Therapy (SaLT)
- CAMHS (Child and Adolescent Mental Health Services)
- Mental Health Support Team (MHST)
- Occupational Health
- Physiotherapy
- Community Paediatrician
- Children's Wellbeing Practitioners Service

### **What training have the staff, supporting children with SEND had or are having?**

All staff have access to ongoing training to support their own professional development. The school provides training and support to improve the teaching and learning of all children, including those with SEND. All teaching and support staff have regular training on SEND issues, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENCo attends regular SEND cluster meetings to ensure she is up to date with changes in SEND.

## How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- A copy of your child's Individual Targets will be given to you at their Parent Consultation meetings and advice on how to support your child. If your child has an ISP, you will be invited to meet with the class teacher termly to collaboratively agree the new targets and discuss how you can support with them at home.
- Parent workshops are organised to provide advice on how to support your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. We encourage joint discussion of what is working well at home and school, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns you may have at any time through the academic year.
- A home-school book may be used to support communication with you if it would be useful for you and your child.

## How will my child and I be involved in discussions about and planning for my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged so discussions about their child's learning and next steps can take place. Discussions may take place through:

- Informal meetings and discussions between staff, you and your child
- Formal meetings arranged between staff, you and your child
- Termly review meetings of ISP Targets and Pupil Passport
- Parent consultation meetings
- Annual Review meetings of EHC Plan, which include external professionals where appropriate

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

All children at Burleigh Primary School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, but this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary. A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those

children requiring specific support on external trips are supported by familiar staff members, or in some instances, parents/carers may be asked to accompany their child.

### **How accessible is the school environment?**

All Hertfordshire schools comply with the Equality Act 2010. Burleigh Primary School is all on one level, with ramps at some entrance points to make it accessible to all. There are two disabled toilets and an electronic hoist available. The school's Accessibility Plan can be found in the SEND section of the school website.

### **How will the school prepare and support my child in starting school and moving on?**

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local pre-schools and feeder secondary schools and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

#### **If your child is moving to another school:**

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND, in consultation with school governors, based on needs in the school. The money is then used to provide additional support or resources dependent on individual needs. This may include deployment of staff depending upon individual circumstances.

- Additional support and allocation of resources are reviewed regularly. Changes may be made so that the needs of children are met and resources are deployed as effectively as possible.
- Local High Needs Funding (LHNF) may be applied for in order to support the needs of individual pupils and specific groups of children. This funding is available for a very limited number of children across the County.

### **How is the decision made about how much support my child will receive?**

When deciding how much support a child receives, the needs of the individual pupil are assessed and the parents/carers, teaching and support staff, and relevant external agencies views are taken into consideration. The level of support is then allocated following this and will be constantly reviewed in order to identify when and where changes in support may be needed.

### **How can I find information about the local authority's Local Offer of services and provision for children with SEND?**

If you wish to find out what services and provision Hertfordshire can offer you and your family, then please use the link below and visit their Local Offer.

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

Hertfordshire also offer an impartial information, advice and support service for parents, carers, young people (0-25) and professionals. This is called Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) and further information can be found on the link below.

<https://www.hertssendiass.org.uk/home.aspx>

### **Who can I contact for further information?**

- SENCO –Mrs Collins (SENCo) [senco@burleigh.herts.sch.uk](mailto:senco@burleigh.herts.sch.uk)
- Headteacher – Mr N. Norman [head@burleigh.herts.sch.uk](mailto:head@burleigh.herts.sch.uk)
- SEN Governor – Mr Mark Bailey (via the school office)

School contact telephone number: 01992 622159. Further information regarding the school's procedures to address the needs of pupils with SEND can be found in the SEN Policy, which is available on the school website.