Burford Primary and Nursery School

SEND Information report

2025- 26

Special Educational Needs Coordinator – Louisa Arnold

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Date of next review: November 2026

Welcome to our SEND Information Report, which forms part of Nottingham City Council's Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All governing bodies of maintained schools and academies have a legal duty to publish information on their website about the implementation of their SEND policy. This information is reviewed and updated annually.

At Burford Primary and Nursery School, we value all members of our school community. Our Local Offer has been produced in consultation with parents and carers, governors, and staff. We welcome feedback and encourage you to contact us with any comments or questions.

Key Contacts –

Headteacher: Mrs Lisa Lister

Special Educational Needs Coordinator (SENDCo): Mrs Louisa Arnold

Our Approach to Teaching Learners with SEND

At Burford Primary and Nursery School, we ensure that all pupils are equally valued and have access to a broad and balanced curriculum. Teaching and learning are differentiated to meet individual needs and abilities.

We ensure that:

- Robust systems and procedures are in place for SEND, in line with the SEND Code of Practice (2014).
- Communication between teachers, pupils with SEND, parents, and external agencies is effective and purposeful.
- Parents' knowledge and expertise regarding their child are valued and actively incorporated.
- Pupils are involved in understanding and managing their SEND, where appropriate.
- Staff receive ongoing professional development to meet the diverse range of needs across the school.
- A clear review cycle enables effective monitoring, evaluation, and planning of next steps.
- SEND considerations underpin all curriculum areas and aspects of teaching and learning.

Identifying Special Educational Needs

At different times in their school life, a child or young person may experience a special educational need.

The SEND Code of Practice (2014) defines SEND as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child is considered to have SEND if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of educational facilities generally provided in mainstream schools.

Where a pupil's progress is significantly slower than their peers, or does not match their previous rate of progress despite high-quality teaching, SEND may be identified. A range of evidence is gathered, including assessment data and the views of parents, pupils, and teachers.

We recognise that not all learning difficulties indicate SEND. Factors such as attendance, mobility, English as an additional language, or emotional concerns are considered carefully before identification.

Our SEND profile reflects needs across the following broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

What to Do if You Have Concerns

If you have concerns about your child's progress or wellbeing, please speak initially with your child's class teacher. If concerns remain, a meeting will be arranged with the class teacher and the SENDCo to explore next steps.

Support for Children with SEND

When a pupil is identified as having SEND, support is provided that is **additional to or different from** high-quality, differentiated classroom teaching. This support is documented within a **Learning Plan**.

We follow the **Assess, Plan, Do, Review** graduated approach:

- **Assess** – Gathering information from parents, pupils, teachers, and assessment data.
- **Plan** – Identifying barriers to learning, intended outcomes, and planned provision. Support is recorded on a Provision Map and shared during review meetings.
- **Do** – Implementing agreed support and interventions.
- **Review** – Evaluating impact and adjusting provision where necessary, involving pupils, parents, teachers, and the SENDCo.

Communication between teachers and teaching assistants supports progress, alongside half-termly pupil progress meetings with senior leaders.

Interventions may be delivered in class or in small groups, and are carefully monitored and reviewed. Some pupils may require access to specialist equipment or technology.

Education, Health and Care Plans (EHCPs)

Most pupils' needs are met through SEND Support. However, for some pupils, an Education, Health and Care (EHC) needs assessment may be requested. Parents and carers are fully involved and supported throughout this process.

Pupils with an EHCP have an annual review in addition to regular termly reviews.

Assessing the Impact of Interventions

All interventions are evidence-informed. Baseline assessments are used to measure progress against agreed outcomes. Regular reviews ensure that support remains effective and appropriate.

Where progress is limited, provision may be adapted or advice sought from external professionals, with parental consent. These may include Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapy, or health services.

Enrichment Opportunities

All pupils are entitled to access extracurricular activities. Reasonable adjustments are made to ensure inclusion. Please contact us to discuss any specific requirements.

Preparing for Transition

Transitions are carefully planned and supported, particularly for pupils with SEND.

Internal transitions are planned during the summer term.

Transition to secondary school is planned according to individual need. Information is shared with receiving schools, with parental agreement. Pupils are supported through visits and additional transition activities where appropriate.

Accessibility and Inclusion

Burford Primary and Nursery School is committed to ensuring that all pupils, including those with SEND, can access the school environment and curriculum.

Reasonable adjustments are made to support pupils' access to learning, school activities, and the physical environment.

Adaptations to information and communication are provided where required.

The school's **Accessibility Plan** outlines how we continue to improve access for pupils with disabilities and is available on the school website.

Nottingham City Local Offer

Nottingham City Council's Local Offer provides comprehensive information about education, health, and social care services available for children and young people with SEND and their families.

Parents and carers can access the Local Offer via the **Ask Lion – Nottingham City Local Offer** website. This includes information on:

- Education and learning support
- Health and therapy services
- Social care and family support
- Leisure, activities, and short breaks

The Local Offer is designed to help families understand what support is available and how to access it.

Resolving Concerns and Getting Advice

We work in partnership with parents and carers and aim to resolve any concerns at the earliest opportunity.

Initial concerns should be raised with the class teacher.

If concerns remain, parents are encouraged to contact the SENDCo or Headteacher.

Independent advice and support is also available through **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**. SENDIASS provides free, confidential, and impartial advice to parents, carers, children, and young people.

Information about mediation, disagreement resolution, and formal complaints procedures is available from Nottingham City Council and can be accessed via the Local Offer.

Have Your Say

This report outlines our annual SEND offer. Your views are essential to its effectiveness.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND.

If you have comments or feedback, please contact:

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