



SEND Information Report

Signed:

Chair: *R. Patrick*

Head: *B. Wilkinson*

Date: 12th October 2023

Review date: October 2024



Bursley Academy Our Local Offer for Special Educational Needs and/or Disability

Contact Details

Headteacher: Mr J Brian Wilkinson

SENDCO: Mrs A Green

Assistant SENDCO: Miss R Finney

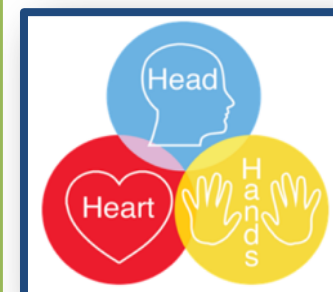
SEND Governor: Mrs R Patrick

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Nurture, Inspire, Achieve



Bursley Academy strives to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their personal learning journey and to enable them to be successful. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their potential.

As part of the code of practice every school is legally required to provide an information report. Staffordshire local offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has learning difficulty or disability if they:

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



This is a broad definition covering children and young people from 0-25 years age



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How we identify and assess needs

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

- Concerns are raised by parents/carers, teachers or the pupil's previous teacher
- Concerns are raised by the pupil's previous school
- Concerns raised by other professionals, for example, CAMHS, OT, SALT
- Through observations and accurate assessments over a period of time
- Tracking of attainment outcomes and baseline data indicate a lack of progress
- A pupil asks for help and by talking regularly with a child during lessons and through self-assessment
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- After identification, your child will be placed on a monitoring list and small progress steps are put in place supported by quality first teaching, clear differentiation and small group work. The class teacher will be asked to complete a strategies checklist to see what they have already implemented and if there are any further strategies they can use to support your child.
- If your child needed more support then your child would be placed on the SEND register with a learning plan.

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

- If you have concerns, then please discuss these with your child's teacher. This may result in a referral to the school SENDCo; Mrs A. Green or Assistant SENDCo Miss Rachel Finney. Her contact details are available via the school office or email to send@bursley.staffs.sch.uk. Following a referral to the SENDCo, a meeting will be arranged with the parent and child to discuss next steps and targets.
- Following a referral to the SEND Team, a meeting will be arranged with the parent and child to discuss next steps and targets. All parents will be listened to. Your views and aspirations for your child will be central to any assessment undertaken.

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

- All our policies are available on our school website: www.bursley.staffs.sch.uk
- The following policies can be found from this page: <https://www.bursley.staffs.sch.uk/index.php/our-policies/policies-downloads>



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How we identify and assess needs

- SEND policy
- Accessibility plan
- Admission arrangements
- Behaviour Policy
- Behaviour Protocols
- Schools Exclusion
- Health and Safety
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment Policy, Children with health needs who cannot attend school, Teaching and Learning Policy, Remote Education Policy -these policies can be requested from the school office.



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Teaching, Learning and Support

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

- Bursley Academy is an inclusive school and may offer a range of provisions to support children with additional needs. This is combined with the provision and teaching provided to the whole class.
- All children will be provided with quality first teaching that is differentiated to meet their needs.
- At Bursley Academy we embrace the fact that every **child is different** and, therefore, **the educational needs of every child are different** – this is certainly the case for children with Special Educational Needs.
- Pupils with a disability will be provided with '**reasonable adjustments**' in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes, which include, classroom observation (senior leadership team, SENDCo and external verifiers, ongoing assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback, whole school pupil progress tracking and attendance and behaviour records.
- All pupils have individual curriculum targets set in line with national outcomes. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND register will have a consultation meeting with their child's class teacher and a member of the SEND team once a term (3 times a year) unless parents wish to have the paperwork sent home and to arrange a separate meeting if felt applicable.
- Pupils' attainments to meet these targets are tracked using the whole school tracking system. For many children, **targets** will be connected to learning and often linked to English and Maths. For other children, targets maybe linked to social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point to remember is that: **targets depend on the needs of the child.**
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class or outside of the classroom.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths & English skills etc; then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team or SEND Team. Pupil Progress Meetings are



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Teaching, Learning and Support

held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Where it is decided that action is required to support increased rates of progress, this will follow an **Assess, Plan, Do and Review** model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes and dependent upon the level of need; parents may be invited to discuss their child's progress half termly.
- Additional action to increase the rate of progress will be then identified and recorded which may include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If the review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SEND Team
- Parents will be informed if the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a Pupil Learning Plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. *Special Educational Needs and Inclusion Service (SENIS)* Michelle Tudor 0300 111 8030
 2. *Behaviour Support Service*
 3. *Autism Inclusion Team* 01785 356830
 4. *Hearing Impairment team* 01785 287271
 5. *Visual Impairment team*
 6. *Speech and Language Therapists* 01782 234481/234482/234484



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Teaching, Learning and Support

7. *Occupational Therapists*
8. *Educational Psychologist Service*
9. *Educational Welfare Officers* 01782 296290
10. *Social Services*
11. *School Nurse (0-19 Hub)* 0300 303 3923
12. *CAMHS (Child & Adolescent Mental Health Service)* 0300 123 0907
13. *Action for Children* 01543 510145
14. *Local Support Teams* 01782 485044
15. *Home-start* 01782 938912/ 01782 437981

Single point of access for CAMHS / NHS Services –<https://combinedwellbeing.org.uk/>

- For a small percentage of pupils, with significant and complex needs and the special educational provision required to meet these cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care plan assessment that will be undertaken by the Local Authority.

As part of the differentiation your child may receive one or all of the following:

- Targeted in class work
- Small group class support
- Small group interventions
- 1:1 interventions
- External support



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Teaching, Learning and Support

Involvement in discussions about and planning for my child's education:

- Discussions with the class teacher, SENDCo / SEND Team
- During parents' evenings
- Agreeing to support your child with their Pupil Learning Plan and then reviewing the progress your child makes
- Attendance at workshops
- Celebration assemblies
- Website
- School/ Home diaries
- Activity days

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

- All children, regardless of need, have access to high quality first teaching.
- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Teachers are aware of the children's preferred learning style and ensure that lessons aim to tailor to all styles, which aims to reduce the barriers to learning.
- Each classroom is dyslexia friendly and contains learning stations which have been established to help support children to become independent in choosing resources and equipment to help their learning e.g. word mats, talking tins, alphabet strips, number lines, visual aids. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Homework or additional work will be differentiated where appropriate to meet individual needs.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.



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Teaching, Learning and Support

- If a child has been identified as having a special need, they will be given a Pupil Learning Plan. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCO three times per year. Pupil Learning Plans will be discussed with parents at Parents' Evenings and a copy given to them.
- Teachers are made aware of all children's needs and are helped to adapt their provision. This will help to support children with their motivation and confidence scaffolding their learning and their being able to access the entire curriculum.
- During assessment periods, there will be reasonable adjustments made and for Year 6 pupils, access arrangements can be made through the standards and testing agency website.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. English and Maths support, working memory support, emotional coaching, spelling support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops / Parent drop-ins
- Provision of specialist resources e.g. assessment software
- Training relating to SEND for staff

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?

- All children will be provided with high quality first teaching that is differentiated to meet their needs. The quality of teaching is monitored through processes including: classroom observations, on-going assessment of pupil progress, work sampling, scrutiny



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Teaching, Learning and Support

of planning, meetings with SENDCo/leadership team, pupil and parent feedback. Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teachers and members of the senior leadership team.
- Individual assessments of the pupil will be undertaken in order to make an accurate assessment of their individual needs.
- Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- A graduated approach is taken involving the SEND Team, class teacher, parent and child. The process we follow is to **Assess/ Plan/ Do/ Review (Learning plans)** These are reviewed 3 times a year.
- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required is dependent upon the amount of support and need required and will be discussed with the SEND Team, class teacher and parent.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes.

SEND support will be recorded on a learning plan, giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed three times a year with the SENDCo, parents, the pupil (where necessary) and their class teacher.

- If progress rates are still thought to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Support Service, Speech and Language Therapy, the Autism Outreach Team or an Educational Psychologist.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to start an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.
- As a parent you will be involved in all parts of the process. You will be invited to discuss your child's progress three times a year with the class teacher and SEND team: these meetings coincide with parents' evenings but you can speak to your class teacher



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Teaching, Learning and Support

or the SENDCo at any time throughout the year.

Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.

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

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an allocated number of hours of support to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

Other children will also receive support linked to their needs as indicated on their Learning Plan. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources

Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured. The interventions and their impact are recorded in the pupil's learning plans. If interventions are not having the expected impact, then the SENDCO may refer to external professionals in discussion with parents to enable further support to be provided.

We have a range of resources for children to use dependant on their needs, for example, writing slopes, wobble cushions, sensory room allocation, alternative writing equipment.

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



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- When a child is identified as requiring SEND support, parents will be invited into school to discuss the outcomes of any planned support. A learning plan will be devised by the class teacher, these will be reviewed during the year and new targets will be set.
- Attainments towards the identified outcomes will be shared with parents termly, using a learning plan review and during Parent's Evenings, if appropriate. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher or the SEND Team. Please contact the school office to arrange such a meeting. Class/subject teachers or the SEND Team may ring parents to discuss any issues arising.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment. All information from outside agencies will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Every child has a home/school diary which we ask all parents to record in; any concerns or questions and that you have read with your child during the week. The diaries are checked by the classroom staff.
- An annual school report is sent home to parents, which indicates a child's learning progress.
- We can signpost you to SENDIASS if you feel you need further support with and SEND issues.

How will you help me to support their learning?

- An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning. Mrs Green or Miss Finney, may meet with you to further discuss how to support your child. If external agencies are involved, they may suggest further strategies and resources to help your child. A number of parent workshops are organised over the school year, these are advertised in the school letter/ year group letters/ calendar and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Please look at the school website. It can be found at www.bursley.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the EYFS send out letters to identify the topic being taught and suggestions for home learning; Key Stage One also send newsletters including a section that indicates what areas of



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Teaching, Learning and Support

the curriculum the children are focusing on. There are leaflets sent throughout the year, which identify local learning opportunities, such as, how to join the local library, places to visit etc.

- The class/subject teacher or SEND Team may also suggest additional ways of supporting your child's learning. Homework will also have guidance attached where applicable.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Bursley Academy will support your child by ensuring an open door policy, where parents can discuss any issues or concerns.

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

Children take part in discussing their targets as part of their learning plan review. This is done as a 1-1 discussion and children help to create their targets on their plans.

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

We continuously ensure the provision has a positive impact on the outcomes. We do this in a variety of ways, including:

- Evaluation of intervention and learning plan targets.
- Book scrutinises
- SENDCO/SLT/Governor monitoring
- SEND Learning Plans are reviewed with parents/carers and updated regularly through the year.
- Evaluations, reports with support and guidance from external agencies.

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Keeping students safe and supporting their wellbeing

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

- Children with identified safety needs will be collected from parents and dismissed directly at the end of the day. Some children may need to enter the school via the school office.
- Children with identified needs have additional support at break and lunch if required.



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Keeping students safe and supporting their wellbeing

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities; this is to identify hazards and control measures as needed.
- Some children may require individual risk assessments depending on needs to help to keep them safe outside the classroom.
- Information meetings are held prior to some trips, where further information/advice maybe required
- Parental consent letters are sent to provide information regarding the trip and to highlight information that is identified on the risk assessment
- Staff ratio is considered when going on a trip; smaller group settings, dependant on the age/ groups and individual needs

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

The school offers a wide variety of pastoral support for pupils. These include:

- Our school ethos of '*Nurture, Inspire, Achieve*' is embedded into our curriculum and that every child matters.
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics. The school invite outside visitors in to school, for example, NSPCC, drug awareness, police etc;
- The pupil's voice is heard through the planning opportunities, and through pupil interviews as well as the school council.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. Children can achieve House Points for a variety of reasons.
- The school is working towards renewing the Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health. The school is also working towards the 'Well-Being Award'.
- A positive learning environment is established and house points/ rewards are presented to children
- A weekly celebration assembly takes place and also a celebration display in every classroom is used to celebrate not only academic achievements but also outside achievements
- The school monitors the health of children in partnership with the 0-19 hub.
- The school monitors attendance in partnership with Child Welfare Officer.



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Keeping students safe and supporting their wellbeing	
<ul style="list-style-type: none"> • All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding. • Playground buddies are trained to help support those children who may require extra help when interacting with other children. 	
How will you manage my child or young person's medicine or personal care needs?	
<ul style="list-style-type: none"> • Pupils with medical needs will be provided with a Health Care Plan template to be completed by parents and relevant health care professionals. These are then checked by the Health & Safety lead (Mrs Jesch) and Senior Leadership Team. This information is then cascaded to the relevant academy staff. Senior Leadership Team will administer medicine having completed relevant medical training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 • Pupils with complex medical needs will be provided with a Care Plan; this is compiled in partnership with parents, medical agencies and school staff. A central record of pupils' Health Care Plans is kept in the main school office, to which all staff have access to. • Staff receive epi-pen training delivered by relevant medical professionals. • All staff have basic first aid training. • Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form is in place to ensure the safety of both child and staff member. Medicines are administered by senior leaders in school. • External advice is sought when needed to ensure care is appropriate. 	
What support is there for behaviour, avoiding exclusions and increasing attendance?	
<p>Exclusions are avoided as much as possible and alternative provision is considered a preferable response. The school has a clear behaviour policy and this is supported by all staff. Our school ethos is Nurture, Inspire, Achieve, we believe all children can achieve at their level.</p> <p>Children may have individualised behaviour plans which will be created with advice and support from other agencies – including Autism Inclusion, Behaviour support, CAMHS, Early Years SENCO</p>	
How do you support children who are looked after by the local authority and have SEND?	
<p>PEP meetings take place termly and these are focused on progress. The virtual school will offer support as and when needed and also educational psychologist advice.</p>	



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Working Together

Who is involved in my child's education?

Your first point of contact is your child's class teacher. They will know your child the best. They will work alongside the identified teaching assistant to set targets. The school has a SEND team consisting of Mrs Green, and Miss Finney. Their role is to review the targets and seek additional advice and support from external agencies as needed. This may include SENIS, Educational Psychologist, autism inclusion, occupation therapy, behaviour support, etc. Any referral to an outside agency will be discussed with you and the reasons behind the referral.

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

Each half term one staff meeting is a designated SEN meeting. The SEND team do lesson drop ins and pupil voice interviews to check provision. All files are located in a secure shared area that staff have access to at all times. Learning plan reviews are checked by the SEND team and meeting are held with parents if necessary. When SEND information and children's needs change staff are updated when needed.

What expertise do you have in relation to SEND?

Our SENDCo, Mrs Green, holds the National Award for SENDCo and we have another member of staff awaiting the qualification result. The staff all receive yearly training from SEND services (as needed). Staff are updated through staff/team meetings of updates when relevant. If a child attends school with a specific need then training will be arranged to support provision and understanding of that need (if needed). Staff are regularly updated on the SEND Code of Practice and any changes in relation to SEND services and how support is accessed by the school. As part of the ongoing staff training, disability awareness is planned in to ensure staff are confident in how to deal with disabilities. This training is done on a need basis and all the relevant staff would receive appropriate training.

In the last two years' school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia
- Dyslexia Friendly Full Status achieved October 2018
- Teachers skills are updated by using the online IDP
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with attachment and trauma difficulties
- How to support pupils with speech, language and communication difficulties
- New SEN Framework



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Working Together

- Rapid Phonics Intervention for TA's
- Mental Health and Well-being training
- Phonics phases 1-4
- Dyslexia training refresher
- DCD training
- Autism training including lunchtime supervisors
- Hearing Impairment Awareness

Enhanced training has been provided to a Teaching Assistant and the SENCo on:

- Attendance at the termly SENCo update
- Early Help Assessments
- Nuffield Early Language Intervention Training
- Lego and Playdough Therapy

Specialist training has been provided to the SENCo on:

- The school has regular visits from outside agencies who provide advice to staff support the success and progress of individual pupils
- The NHS Speech Language Therapist when pupils are referred plan support for targeted pupils. This is then delivered by a TA.
- Staff are provided with regular updates about new strategies and recommendations to use within the classroom and the SENCo is available to support teachers when planning for children with additional needs
- The Governor with specific responsibility for SEN has completed the SEN Governor training
- Mental Health and Well-being Conference
- Virtual School – Looked After Children
- Five to Thrive, Emotional Coaching, Attachment training
- Primary PSHE Education and Citizenship Network
- Early Help and Family Star Outcome
- Mental Health Youth First Aider
- DCD training

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



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Working Together

- *Special Educational Needs and Inclusion Service (SENIS)* Michelle Tudor **0300 111 8030**
- *Behaviour Support Service*
- *Autism Inclusion Team* **01785 356830**
- *Hearing Impairment team* **01785 287271**
- *Visual Impairment team*
- *Speech and Language Therapists* **01782 234481/234482/234484**
- *Occupational Therapists*
- *Educational Psychologist Service*
- *Educational Welfare Officers* **01782 296290**
- *Social Services*
- *Glow*
- *Physical and Disability Support Service*
- *School Nurse (0-19 Hub)* **0300 303 3923**
- *CAMHS (Child & Adolescent Mental Health Service)* **0300 123 0907**
- *Action for Children* **01543 510145**
- *Local Support Teams* **01782 485044**
- *Home-start* **01782 938912/ 01782 437981**
- *SENDIASS (Special Educational Needs and Disability Information and Support Service)*

Single point of access for CAMHS / NHS Services –<https://combinedwellbeing.org.uk/>

The SEN Information Report forms part of the Staffordshire Local Offer and can be found on the Staffordshire Marketplace.
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Who would be my first point of contact if I want to discuss something?

If you wish to discuss your child's educational needs or have concerns about the provision made for your child, you should in the first instance discuss this with your child's class teacher. If you still require further clarification, a discussion with the SEND Team can be



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Working Together

arranged who will work in collaboration with the class teacher. If you still feel that the situation has still not been resolved, an appointment with the following can be arranged:

- The Headteacher
- School Governor responsible for Special Educational Needs and/or Disabilities. The contact name is Mrs R. Patrick
Chair of Governors

Who is the SEN Coordinator and how can I contact them?

Our SENDCo is Mrs Amy Green and Assistant SENDCo is Miss Rachel Finney.

send@bursley.staffs.sch.uk

01782 567740

What roles do your governors have? And what does the SEN governor do?

SEND governor identified and completes visits/meetings to look at provision and training.

How will my child or young person be supported to have a voice in the setting, school or college?

Pupil questionnaires

Learning plan reviews

Annual reviews

Represented on pupil voice groups

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Governors vacancies are advertised to all parents
- Parents are encouraged to volunteer in school life
- Parental workshops.

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

Mrs Green and Miss Finney as part of their SEND work offer support with filling in forms, signposting to support agencies, reading and understanding letters, support with budgets. Please contact **send@bursley.staffs.sch.uk** if you require support.



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Inclusion & Accessibility

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.
- Information meetings are held prior to some trips, where further information/advice maybe required
- Parental consent letters are sent to provide information regarding the trip and to highlight information that is identified on the risk assessment
- Staff ratio is considered when going on a trip; smaller group settings, dependant on the age/ groups and individual needs
- There are a range of out of school clubs for all children to access
- Bursley Out of School Club operates before and after school and during the holidays; this can be accessed by all children regardless of need. If your child is subject to a risk assessment, then a meeting to discuss what this looks like will be arranged.

How accessible is the setting's environment?

In the last three years the following adaptations have been made to the school environment:

- 6 new classrooms, all accessible from the outside.
- New accessible entrance via the new library space.
- Two SEND specific rooms (sensory and intervention/meeting rooms).
- 14 new toilets within the new building.
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A room has been provided in order to enable a safe place for insulin testing/injections as well as meetings with outside agencies.
- Specialist equipment used when needed e.g. loop system for hearing impairment
- Visual environment has been developed to ensure it has been made dyslexia friendly
- If a child has a hearing/ visual impairment the school would take advice from the specialists and adapt the environment where appropriate.
- Fire exits are clearly marked and are accessible.
- When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs. We ensure that equipment used in school is accessible to all children.



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Inclusion & Accessibility

Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum.

Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

Details (if required)

A ramp into the main building with accessible toilet. New accessible entrance via the library space.

Are disabled changing facilities available? Yes ☒
No ☐

Details (if required)



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Inclusion & Accessibility

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

Disabled toilet.

Details (if required)

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

No ☒

Details (if required)

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Joining and moving on

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

Please contact office@bursley.staffs.sch.uk or call 01782567740 to arrange a tour and discuss admissions.

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

Parents can contact the school office on 01782567740 to arrange a visit to the school.



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Joining and moving on

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)?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of, 'stay and play sessions' are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The class teachers arrange visits to the previous settings to discuss learning and to meet the children in their familiar setting.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next phase/school

- We hold a 'move up' day where all pupils meet their new teacher and new environment and transition meetings are held between class teachers to pass on key information about all children
- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND whereby visit days are arranged for those pupils who require more support with transition. The SENDCo will have discussions with the high schools to discuss the needs of the pupils with SEND in order to ensure a smooth transition.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.



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Joining and moving on

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- We have opportunities with local high schools for pupils from Year 4 onward to use the sports facilities
- Feedback from last year's Y6 pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need. Some pupils may require an extended transition period.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

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Additional Information

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

- SEND IASS - Staffordshire Family Partnership <https://www.staffs-iass.org/home.aspx> If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively, email on sfps@staffordshire.gov.uk.
- **Parent In The Know newsletters**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)
- *Please contact us if you wish to be signposted to support or visit Staffordshire connects.*
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

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

September 2023 to be reviewed September 2024

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info



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Additional Information

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

Parents can give feedback to the school at any point and we welcome discussions to improve outcomes. If you feel that you need to make a complaint, please follow the school's complaints policy

Type of Setting *(tick all that apply)*

- | | | | | |
|--|--|--------------------------------------|---|---|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | <input type="checkbox"/> Other (Please specify below) |

DFE Number 860/2242

District

- | | | | |
|---|------------------------------------|---|--------------------------|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> |
| Tamworth | | | |
| <input checked="" type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> |
| South Staffordshire | | | |



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Additional Information

Specific Age range

3-11

Number of places

393 including nursery

Which types of special educational need do you cater for?

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty needs | <input type="checkbox"/> Resource for speech, language and communication |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

☐ Specialist technology

Comment:



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Additional Information

- | | |
|---|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input checked="" type="checkbox"/> Sensory room/garden | |