



# BURGHFIELD ST. MARY'S C.E. PRIMARY SCHOOL SEND INFORMATION REPORT

June 2026

## Document Control

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| <b>Member of staff responsible for review and update:</b> | Senco     |
| <b>Approved By: (FGB/Cttee/SLT)</b>                       | FGB       |
| <b>Date:</b>                                              | June 2026 |
| <b>Date of next review:</b>                               | June 2027 |
| <b>Category (Statutory/Non-Statutory):</b>                | Statutory |
| <b>Required on website:</b>                               | Yes       |

*Regulation 51 of the Special Educational Needs and Disabilities Regulations 2014 requires all schools to present a report on an annual basis. Schedule 1 to this report lists the 13 statutory areas that must be covered; for clarity, the Burghfield St. Mary's Information Report is structured to answer these areas individually. The 13 statutory areas are highlighted in bold below, followed by an explanation of the school's provision for each area.*

**1. The kinds of special educational needs for which provision is made at the school.**

Over the last few years, Burghfield St. Mary's has supported children with several wide-ranging SEND needs, including autism, hearing impairment, specific learning difficulties and behavioural, emotional or social difficulties.

**2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

Burghfield St. Mary's Primary School SEND policy can be found on the school website in the Policies section, as well as SEND section.

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans:**

**(a) How the school evaluates the effectiveness of its provision for such pupils:**

As a school, we measure children's progress in learning against age-related National expectations. The class teachers continually assess each child in areas where they are improving and where further support is needed. Children who are not making expected progress are identified through meetings with the class teacher, SENDCo and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. When the child's Support and Achievement Plan (SAP) is reviewed, comments are made against each outcome to show what progress the child has made. If the child has not met the outcome, the reasons for this will be discussed, then the outcome may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

**(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:**

At Burghfield St Mary's Primary School, we adopt a Graduated Approach where we continually review and plan for a child's individual needs. This may be recorded on a Graduated Approach Plan (GAP).

Children on the SEND register have a Support and Achievement Plan (SAP) with individual targets against which the pupil is assessed. These are based on the class teacher's weekly evaluations and records, and are discussed on a termly basis with parents/carers. External professionals, such as Speech & Language, Special Needs Support Team and Occupational Therapy, may contribute to these targets.

If the child has complex SEND that has resulted in an Education, Health and Care (EHC) Plan, a formal annual meeting takes place to discuss the child's progress and a formal report is written.

**(c) The school's approach to teaching pupils with special educational needs:**

Burghfield St. Mary's Primary School uses a personalised approach depending on the needs of the individual child, and plans are made accordingly using a range of strategies. Overall, the school promotes inclusion and, wherever possible, supports the child's needs within the classroom. Whilst this often results in the child being supported by a teacher or teaching assistant in the class, children are given the opportunity where possible, and with the right scaffolding, to gain independent skills. The school regards it as vital that children do not gain 'learned helplessness' and are encouraged to strive towards independence to gain those life skills they will need as they develop.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs:**

Using assessment and the knowledge of individual children, work within class is pitched and/or adapted at an appropriate level so that all children are able to access learning according to their specific needs. Children are taught to master specific skills. If they are finding this difficult, they are given additional support in learning and reviewing the information. The school also takes into account the advice given by other professionals that might be involved with the child in order to meet the child's needs.

**(e) Additional support for learning that is available to pupils with special educational needs:**

Refer to Parts (c) and (d) above that discusses the teaching support for SEND children. All classrooms have visualizers enabling class teachers to provide support for visual impairments.

**(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs:**

All children are included in all parts of the school curriculum and the school aims to include all children on school trips. Risk assessments are carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised, and children with their own individual risk assessments are individually named.

In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas are made within the school environment.

**(g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs:**

Burghfield St. Mary's Primary School welcomes and celebrates diversity and believes that high self-esteem is crucial to a child's wellbeing. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as The Emotional Health Academy, Health Services, Primary Behaviour Support or Social Services. Personal achievement both in school and at home is

valued and celebrated, and weekly celebrations take place within school to raise the profile of individual personal achievements.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND coordinator.**

Mrs. Karen Carmichael is the school SENDCo who can be contacted through the School Office.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Burghfield St. Mary's Primary School has a team of teaching assistants who are funded from the SEND budget and support children both in class and with specific programmes designed to meet children's needs. Teachers and teaching assistants have also received funding to attend specific courses relating to the needs of SEND pupils. The overall SEND budget is allocated on a 'needs basis', with the children who have the most complex needs given the most support. Children with Education, Health and Care Plans may be allocated specific funding to meet their individual needs. The way in which this budget is used to create a package of support is clearly outlined to parents/carers.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Equipment and facilities will be decided upon through discussions with the class teacher, parents, SENDCo and Headteacher, as well as liaising with other external professionals. These may also be discussed through leadership meetings where school resources are allocated.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Class teachers of SEND children meet with parents at least once a term to discuss the child's needs, support and progress. Parents are aware that the class teacher and SENDCo are available at any time to discuss support in more detail.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The child's views are sought during the development and completion of the Support and Achievement Plan (SAP) and during their work in class. SEND children are included in all discussions regarding their education where the parents/carers and SENDCo decide that their attendance is appropriate. Children are encouraged to contribute their views about the outcomes they would like to achieve. The school views pupil participation in their education as a vital element in the development of their ability to actively manage their disability or additional need.

**9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The school complaints procedure is outlined on the school website. An ongoing dialogue is encouraged between class teacher, SENDCo and the parents/carers of SEND children, and the parents/carers are encouraged to address any issues through one-to-one meetings before undertaking formal complaint actions.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school has a positive working relationship with outside agencies. Advice and support from outside agencies for individual children is obtained where agreement supports the need. These include the Educational Psychologist, Behaviour Support Team, Occupational Therapist, Speech and Language Therapist, Specialist Teacher Advisors, Emotional Health Academy, Sensory Consortium, CAMHS, paediatricians, school nurse, and social services. Parents/carers are always consulted and encouraged to be involved in any school consultations with outside agencies.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

Details of support services are listed in the SEND section of the school website. Advice for parents/carers can be found on the West Berkshire SEND Information, Advice and Support Service accessible at <http://www.westberkssendiass.info/>

**12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

- (a) For transition into Burghfield St. Mary's Primary School, children with SEND undertake additional visits to the school prior to starting to assist with the acclimatisation of the new surroundings. During this period, school staff visit new preschool children in their current setting and can offer home visits if appropriate.
- (b) For transition between classes within the school, the current class teacher and SENDCo liaise closely with parents/carers and the child's new class teacher to discuss the transition process well in advance of the end of the school year. Transition booklets are provided for identified children, and additional transitional activities/visits to support identified children also take place.
- (c) For transition to a new setting, such as secondary school, the SENDCo and the Year 6 teacher work very closely with the SENDCo and Year 7 staff from the secondary schools, to ensure that all the children's needs are met when they transition. The SENDCo also visits the secondary schools with parents to help them ask questions about meeting the needs of their child as they transition from Primary Education. All paperwork is sent to the next school, as is the information on the Common Transfer File, which is sent via the School Office.

**13. Information on where the local authority's local offer is published.**

The local offer can be found on the West Berkshire website accessible at <http://fis.westberks.gov.uk/kb5/westberkshire/fsd/service.page?id=Np8C-eJEbi8&familychannel=4-2-2-1>

This link is also accessible through the SEND section of the school website.