Burford Primary School Special Educational Needs & Disabilities Information Report 2026

Date the report was agreed by Governors: March 2026

1) What kinds of Special Educational Needs and Disabilities (SEND) do Burford Primary School provide for?

- Burford Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND) is central to the work of our school. All staff, parents/carers, children, Governors and outside agencies work together to ensure that all children have access to the highest quality teaching and learning.
- Our school provides additional and/or different provision for a range of needs, including and not exclusive to:
    - Communication and interaction needs; this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
    - Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
    - Social, Emotional and Mental Health needs
    - Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

2) How does the school identify pupils with SEND?

- The school will assess each pupil's skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
    - Is significantly slower than that of their peers starting from the same baseline
    - Fails to match or better the child's previous rate of progress
    - Fails to close the attainment gap between the child and their peers
    - Widens the attainment gap

  This may include progress in areas other than attainment, for example, social needs.
  Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- Concerns are sometimes raised by parents/carers, external agencies, teachers, teaching support staff, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Where it is decided during early discussions that special educational provision is required, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

3) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher.
- It may also be appropriate to speak to the school's Special Educational Needs Co-Ordinator (SENDCo) whose name is Mrs Holly Docherty and who can be contacted via the school office 01993 822159 or hdocherty@burford-pri.oxon.sch.uk.
- The Executive Headteacher Mrs Rachel Veeder can also be contacted through the school office.

4) How does the school assess and review pupils' progress towards outcomes?

The school reviews our teaching annually involving all stakeholders. The school will implement reasonable adjustments. For some pupils we also deliver short-term interventions (6-8 weeks). These can be in-class or out of class, depending on need and resource. Some children require long-term support and interventions. Due care is taken in determining the right provision for students, so there is support as well as an increasing focus on developing independence. Effectiveness of any intervention is also judged at the pupil attainment meeting. Any interventions are evaluated every six to eight weeks to measure their effectiveness.

Underpinning ALL our provision in school is the **graduate approach** cycle of:

1. **Assess**: Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly when data is collected. These pupils are then discussed in pupil attainment meetings that are undertaken between the class teacher, SENDCo and Head teacher
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required to increase progress, 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/subject teacher with advice from the SENDCo.
3. **Do**: SEND support will be recorded on a pupil learning plan via our online provision mapping tool that will identify a clear set of expected outcomes, which will include relevant academic and/ or developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress towards the targets and the child's overall attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly (three times a year) with the parents and the pupil.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs 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.

5) What is the school's approach to teaching pupils with SEND?

- Quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.
- We draw of the following range of interventions when appropriate:

    - fine motor intervention
    - Phonics Fast Track Tutoring
    - Zones of Regulation
    - Lego therapy
    - Nurture support sessions
    - Emotional Literacy Support Assistant (ELSA)
    - Additional bespoke interventions and focused group teaching based on gap analysis
    - Eynsham Early Intervention Hub
    - Speech and Language

6) How will adaptions be made to the curriculum and learning environment for pupils with SEND?

- When a pupil has been identified as having special educational needs and or disabilities, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- We make the following adaptations to ensure all pupils' needs are met:
    - Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
    - Adapting our resources and staffing
    - Visual timetables in each class
    - Using recommended aids, task management boards, coloured overlays, Now and Next prompts, larger font, etc.
    - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

7) How will pupils be enabled to engage in activities available to those in school who do not have SEND?

- The school ensures that there are no barriers to pupils with SEND enjoying the same activities as other pupils in school. All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s) and engage in extracurricular planned activities. All pupils are encouraged to take part in sports day/school plays/special workshops and additional resources and plans for pupils are provided as appropriate
- We ensure no pupil is ever excluded from taking part in these activities because of their SEND or disability unless it would be unsafe for them to do so.
- Additional arrangements are made to support the admission and integration of disabled pupils as per their needs and wishes of their parents. Resources are acquired as appropriate as designated by the SENDCo, Headteacher or outside agencies.

8) What additional support is available including working with other agencies?

- The school treats each child as an individual and to this end support is tailored to each child's need, as appropriate. Children who may require higher levels of support have access to appropriately trained support staff where possible. Staff CPD is a priority.
- The school has access to a range of specialist support services and expert advice from:
    - Local Authority Support Services, e.g. Communication and Interaction Service, Speech and Language and Occupational Therapy
    - Educational Psychology
    - Specialists in other schools e.g. teaching schools, special schools, Eynsham Hub
    - Social Services
    - Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS)
    - Eynsham Early Intervention Hub

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

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
    - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
    - The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The equipment used in school is accessible to all pupils regardless of need. We work with outside agencies to resource any extra provision needed for individual children. Some children will also have individualised equipment in relation to their need eg adapted cutlery, scissors, wobble cushions etc.
- The decision regarding the support provided will be taken by the SENDCo and Head teacher following guidance regarding SEND Funding deployment and advice from external agencies.

10) How will pupils be involved in decisions regarding provision that can better meet their needs?

Every child on the SEND register has a pupil learning plan and the views of the pupil are central to this. Children are encouraged to share their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Every other term, this information will be reviewed (three times a year) and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

11) How will parents be consulted and involved in their child's education?

- Attainments towards the identified outcomes will be shared with parents every other term (x3 yearly) through Learning Plan reviews and through the school reporting system and Parent Consultation Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, or Head teacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- Parent courses may be offered the support of external professionals to work with families to understand and provide the best care for our children.

12) How will the school evaluate the effectiveness of the SEND provision made for pupils?

- The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared termly with governors and may be judged by external moderators such as Ofsted.
- School Leaders follow whole school plan to monitor the effectiveness of provision for all pupils regularly. This is supported by the SENDCo.
- For pupils with an EHCP, annual reviews are held.

13) What support will there be for children's overall well-being and to improve mental and social development?

The school offers a wide variety of pastoral support for pupils when appropriate. This includes:

- A 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.
- Pupil and Parent voice mechanisms are being developed, e.g. School Council and parent surveys.
- Small nurture group evidence-led intervention to support pupil's well-being are delivered to targeted pupils and groups where specific needs have been identified. These are tracked using the Boxall Profile and aim to support improved interaction skills, emotional resilience and wellbeing.
- Anti-bullying policies and procedures ensure this has a high profile and is effective in keeping all pupils, including those with additional needs, safe.

14) What training do the staff supporting children and young people with SEND undertake?

- The SENDCo holds the National SENDCo award and an MA in Vulnerable Learners and Inclusion.
- In the last two years school staff have received training on:
    - Supporting Communication and Interaction through the use of Social Stories
    - Read, Write Inc Fast Track Tutoring
    - Dyslexia
    - ADHD
    - Zones of Regulation
    - Exploring Autism
    - Lego Therapy
    - Speech and Language
    - Eynsham Early Intervention Hub
    - The school also has regular visits from SEND specialist advisory teachers and outside agency support staff who provide advice and bespoke support for staff

15) How will the school prepare/support my child when joining or transferring to a new school?

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new setting.
- Visits to prior settings to find out how children cope in their familiar setting.
- At Y6 transfer we offer supported visits to secondary school. We work closely with local secondary schools to ensure the transition program in place for pupils 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 with support from and the Communication and Interaction Team.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and discuss any concerns.

16) Who can I contact for further information or if I have any concerns or complaints?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:
    - Your child's class teacher
    - The SENDCo, Mrs Holly Docherty
    - The Head teacher Mrs Rachel Veeder
    - Claire Godwin, the School Governor with responsibility for SEND who can be contacted via the school office. The school's complaints policy is available on the school website.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
    - Exclusions
    - Provision of education and associated services
    - Making reasonable adjustments, including the provision of auxiliary aids and services

17) Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service **http://www.iassnetwork.org.uk/**
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here **http://preview.tinyurl.com/qx5a8vq**
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here **http://preview.tinyurl.com/ovg4so3**

18) Information from the Local Authority

If you'd like impartial advice from Oxfordshire's SENDIASS for parents (formerly known as the Parent Partnership): https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-SEND/SENDiass-oxfordshire

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

- https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations **http://preview.tinyurl.com/nenth62**
- Supporting pupils at school with medical conditions Sept 2014. **http://preview.tinyurl.com/nrv8wxy**
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice **http://preview.tinyurl.com/nenth62**

This policy and information report will be reviewed by Holly Docherty, the SENDCo, every year. It will also be updated if any changes to the information are made during the year.
It will be approved by the Local Governing Body (LGB).

This policy links to our policies on:

- SEND Policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions